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ABSTRACT

This report consists of a California State Senate Task Force on School Violence hearing on violence on school campuses. Opening statements were given by State Senator Teresa Hughes. Three mothers of slain youth, Mildred Hillard, Missy Zeitsoff, and Margaret Ensley, testified on violence on and off campus. Alexis Cushon and Carlos Galvan of the Youth & Family Center also spoke. George Butterfield, National School Safety Center, testified on identifying the problem of violence. Speaking on laws dealing with school violence and what is required of school districts to guarantee a safe school environment were Mary Weaver, State Department of Education; William Ybarra, Los Angeles County Office of Education; and Beverly Tucker, California Teachers Association. Testifying on the law enforcement jurisdiction and school police were the chiefs of police for the Los Angeles and the Hawthorne police departments, and Wes Mitchell and Buren Simmons, Los Angeles Unified School District. Janet Hedlund, Federation of Teachers, and Greg Messigian, United Teachers of Los Angeles, testified on violence in the classroom and its affect on teachers. Gayle Wilson Nathanson spoke on the Youth & Family Center, Inglewood Program. Closing comments by the Senate Task Force on School Violence are also included. (JPT)

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GOVERNMENTAL ORGANIZATION
HEALTH AND HUMAN SERVICES
LOCAL GOVERNMENT

July 26, 1993

Honorable David Roberti
President Pro Tempore of the Senate
State Capitol, Room 205
Sacramento, CA 95814

Dear Senator Roberti:

The attached documents represent the testimony and materials presented at the Senate Task Force on School Violence hearing held at Kinsey Auditorium in the Museum of Science and Industry on April 30, 1993.

The hearing examined the issues of violence on school campuses.

Witnesses at the hearing made a number of recommendations that will help shape solutions to the violence in schools.

I am confident that the Legislature will find this information useful as it formulates the goals of The Senate Task Force on School Violence.

Additional copies of this publication may be purchased for $5.39 including tax. Please make checks payable to Senate Rules Committee and send your requests to Senate Publications: 1100 J. Street, Room B15, Sacramento, CA 95814.

Sincerely,

Teresa P. Hughes

Teresa P. Hughes
Member of the Senate
Chair, The Senate Task Force on School Violence
Members: Senator Bergeson, Senator Hart,
Senator Roberti & Senator Watson

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TASK FORCE ON SCHOOL VIOLENCE HEARING

AGENDA
VIOLENCE ON CAMPUSES
APRIL 30, 1993
9:30 a.m. to 1:30 p.m.

OPENING STATEMENT
Senator Teresa Hughes

VIOLENCE ON AND OFF CAMPUS
Parents & kids, victims of the violence speak out about the dangers.

Mildred Hillard (MOTHER OF SLAIN YOUTH)
Missy Zeitsoff (MOTHER OF SLAIN YOUTH)
Margaret Ensley (MOTHER OF SLAIN YOUTH)

Alexis Cushon
Youth & Family Center
Carlos Galvan
Youth & Family Center

IDENTIFYING THE PROBLEM (HOW BAD IS IT?)
Overview

National School Safety Center
George Butterfield

LAWS DEALING WITH SCHOOL VIOLENCE
Current Laws/What is required of school districts to guarantee a safe school environment?

Department of Education
Mary Weaver
Los Angeles County Office of Education
William Ybarra

California Teachers Association
Beverly Tucker

WHAT TYPE OF JURISDICTION DOES LAW ENFORCEMENT HAVE?
Law enforcement and school police define what is considered on and off campus violence.

Los Angeles Police Dept.
Chief Hunt
Hawthorne Police Dept.
Chief Port
Los Angeles Unified School District
Wes Mitchell
Buren Simmons

VIOLENCE IN THE CLASSROOM!
Teachers, how is the violence affecting them?

California Federation of Teachers
Janet Hedlund
United Teachers of Los Angeles
Greg Messigian

YOUTH AND FAMILY CENTER
Inglewood Program

Gayle Wilson Nathanson

CLOSING COMMENTS BY TASK FORCE

TASK FORCE ON SCHOOL VIOLENCE
CHAIRWOMAN: SENATOR TERESA HUGHES
LOCATION: MUSEUM OF SCIENCE AND INDUSTRY, LOS ANGELES, CALIFORNIA
DATE: APRIL 30, 1993

CHAIRWOMAN, SENATOR TERESA HUGHES: ... across the state to address the most crucial problem that faces our communities not only in our state, but in our nation.

Today we are here in a dire effort to save our children. As a result of the alarming rise in violence, schools in our state are no longer safe. Schools are increasingly becoming a battleground, rather than a learning atmosphere, for our children.

On a typical day in the United States, did you realize that 100,000 students take guns to school and 40 children are killed or wounded by gunshots.

The severity of school violence varies from school to school and from district to district. It is incorrect for anyone to think that the issue of school violence is one that plagues only inner city schools. That is by no means true. This is a problem affecting schools all over the state, as I said before, and certainly all over the nation. From Salinas to Fresno to Los Angeles, schools are struggling to protect our children as well as our school staffs.

The Task Force on School Violence was created to study and conduct research on issues concerning school violence, its eradication, prevention and the development of a safe school environment.

Today we go to the community to ask for your assistance in helping us to address this issue. Here with me today to testify are individuals and organizations that have been directly affected by this violence.

I'd like to first of all begin with Mildred Hillard, a mother who lost her son to violence. Mrs. Hillard.

Mrs. Hillard's son, you know, was a student at Fairfax High School, one of our finest high schools here in LA Unified School District. I know, Mrs. Hillard, you and the other mother who will be testifying, I realize how painful this is to you to relive that incident, but I thank you both so very much for agreeing to appear before us today and give us your personal insight into the situation and what we can do as private citizens, what we can do as law makers, what we can do as the responsible people in the community to help to see that

this violence ...(inaudible)...

MRS. MILDRED HILLARD: ...(inaudible)... I'd like to introduce a lot of you formally to my son Dimitrious ...(inaudible)... He is just not a child that a lot of you ...(inaudible)... Dimitrious played flag football for Normandy Recreation and Parks. He also played basketball for Victoria Parks Suns, and was nicknamed 'Spud Web' because he was the smallest child on the team. Dimitrious played basketball for Poinsettia Parks and Recreation as well. Dimitrious played wide receiver and defensive back for Fairfax High School; he was number 8. Dimitrious was to start track and field for Fairfax High School, but as you all know, he never got a chance to do that because he was killed in school.

You see, Dimitrious was always allowed to be a child and to do the things that kids should be allowed to do ...(inaudible)... I'd like to tell you a little bit about how his life began and how it ended ...(inaudible)... 1976. Dimitrious died Thursday, ...(inaudible)... January 28, 199?? ...(inaudible)...

... interviews with various news stations, Channel 5 and Channel 7 which were all taped on Thursdays. The ones that I did for Channel 7 aired April __, 1993, which was exactly a year to the date that Dimitrious ...(inaudible)... began on _____, 1993, the date ...(inaudible)...

If you don't remember anything else about Dimitrious, remember this ...(inaudible)... Dimitrious had the good report of all men, and that the true end of that, of the truth itself, and we also bear record and you know that our record is proof, there are a lot more Dimitriouses in this world. And we, as adults, have to take the responsibility to make sure that they are allowed to ...(inaudible)...

The tragic death of my son - it kills me every day, it takes a little bit of life away from me every day to know that his physical presence is no longer with me. We, as parents, as adults who don't have parents, who don't have children, have to adopt a child and be responsible for that child, to make sure that that child lives a prosperous life and can be happy. School violence, it's something that has to stop. The kids have to stop killing each other. The parents have to be more responsible for what their children are doing on and off school campuses, where they are throughout the days. The community and society as a whole, has to be responsible for what happens with these children, because they are the future, and a lot of children don't realize that, but they are the future because they don't have opportunities to do certain things and they should all be allowed to be children. The metal detectors that are in the

schools right now, I believe that they are a start to help make the schools safe once again, which they are not currently - and I know that because my son was taken from me in a classroom.

I don't know.

CHAIRWOMAN HUGHES: Mrs. Hillard, when your son got ready to go to high school, what junior high school did he attend? ...(inaudible)... My children went to the same school that your son went to. How did you feel about John Burroughs Junior High School and the education that your son got at that school, and then how did you feel when it came time for him to go to high school?

MRS. HILLARD: Academically, I was told by a friend that I know through the school, L.A.U.S.D., that academically, John Burroughs and Fairfax High School are one of the better schools; academically, that's one of the better schools that you can send you child to. My son had - he had very good times at John Burroughs Junior High. He was also looking forward to going to Fairfax High because, you know, a lot of his friends that he was graduating with, they were all going there as well. He was looking forward to becoming one of Fairfax High's football players, which he did. And, he liked the school, he liked that school a lot, and he never had any problems there. So, to me, it was the perfect school for him.

CHAIRWOMAN HUGHES: What do you think the school district could have done, or the administration of Fairfax High School to make it a safer place for your son and for other children?

MRS. HILLARD: Well, see, I don't know what they could have done because as far as I was concerned, school was a safe place. I was not aware that there were so many children that were involved with carrying guns to school; I was not aware of that. Call me naive or whatever, but my son never talked to me about children that he knew or heard of had guns in school because I don't believe he knew. So, to me the school was a safe place for him.

CHAIRWOMAN HUGHES: Did he ever tell you about any fights in school with other students or among other students that he wasn't involved in?

MRS. HILLARD: He occasionally said, well, you know, maybe someone did or there was a fight at school or whatever, but he was never involved in it and he always stayed away from that type of, you know, problems or trouble.

CHAIRWOMAN HUGHES: Did he have a group of friends that he would go around with in school who were his buddies or did he belong to any specific groups in school?

MRS. HILLARD: Oddly enough, no. Dimitrious had his teammates from his

football team that he was with during the time when they played football. But a lot of the kids at school, they remember him so much because he basically stayed by himself, he was very popular in the school and that was because everyone thought he was such a shy and quiet kid; and, you know, he basically hung by himself. I'm sure he had one to two friends that he did, you know, meet for lunch time or whatever, but basically he was a child who predominantly stayed by himself; and he had a lot of friends.

CHAIRWOMAN HUGHES: Any questions?

MRS. HILLARD: I'd just like to say, also, parents, please, if you don't do it for anybody else, you do it for your own child. Tell your children that they have a responsibility to themselves as well as to their friends, their cousins, their nieces, nephews, to make their schools safe. No one knows better about what goes on in that school other than the children because they are there. It is their responsibility and they have to be more responsible for what goes on in their school, because that's like their little community. And if they don't start taking responsibility for what happens in their school as well as around their communities, I'd hate to see what this world will come to in 20 years.

Thank you.

CHAIRWOMAN HUGHES: Mrs. Hillard, did you - when your son came home from school daily, did you ask him what happened in school today. I know I used to do that all time and I think I did that basically because I was a teacher and I wanted to know where they were in the curriculum and what have you, and my kids used to get very annoyed, especially when they were high school age. When I'd say, "well, what happened in school today", they'd say, "Oh, mom", and I never really found out. How do you think parents can really find out what happens on a daily basis, especially when you approach teen-agers who are very close mouthed about what's going on in their own little world. How would you approach your son differently now if he were alive, knowing how threatening it is out there?

MRS. HILLARD: I would just ask him as I did, you know, on the various occasions about, "Well, how was school today?" And see, I think, for me with my son as well as with my daughter, we always ...(inaudible)... and that's what's important is that parents have to be more - not so much as hard with the children, but you have to be able to communicate ...(inaudible)... attitude with the children which makes them defensive when they should have a more relaxed attitude with the children so that they will open up to them and tell them exactly what's going on in school, what their fears are, what they feel is

happening that shouldn't be happening in that school. And I think if they just talk to them, you know, as children as well as responsible children, that they will be more willing to talk to them about what's really going on in their schools.

CHAIRWOMAN HUGHES: Thank you very much.

MRS. HILLARD: You're welcome.

CHAIRWOMAN HUGHES: Our next parent is Missy Zeitsoff, mother of a slain youngster. And I understand, Mrs. Zeitsoff, that your child was not killed in school, but maybe you can tell us something about the neighborhood that you live in and what his school was like and the circumstances of his demise.

MRS. MISSY ZEITSOFF: Thank you very much, Senator Teresa Hughes and the Task Force here today. I'd like to say that I feel very strongly that your task is truly a life and death responsibility; and that's a very heavy responsibility, but I know that you will be able to make changes with the help of everyone else.

I am Missy Zeitsoff. I live in Malibu, California. I am the mother of Justin Peter Zeitsoff who died when he was 17 years old. My son was murdered on February 19, 1993. He was shot twice with a very high powered gun; it went through his heart, it went through his lung. I believe that the graphic nature of his wounds is important to hear because a lot of us are still dealing in the abstract with wounds and death by guns. My child had an autopsy. My child lay alone in the morgue. My child was burned. My child has no life left, but in the little wooden box that sits in my room so quietly every day.

I also want to thank Mildred Hillard because I know she has shown great courage today. I extend to her my love and understanding in our shared grief.

My son was, as was Dimitrious, a very fine young man. The beginning of his life showed great promise; he was a gifted student; he was an all-star soccer player, baseball, champion surfer. He received at graduation from elementary and junior high school, the presidential academic fitness award. He didn't miss school for six straight years; he had a record that only one little girl could challenge.

I'm not sure that his motivation kept up in high school. I don't want to go into the whys and wherefores of why a young man might change and get slightly off track, but I want you to know that my son had all that a parent could give. There are forces in our society today that are stronger than parents can contend with.

The day my son died, I died too. You see me here as you see Mildred, but

truly the life is out of me. It is also every day that I relive my vision of his death, his shock, his fear, his pain, his panic, the agony of death alone for whatever reason. My other children; I have two 14 year olds turning 14 on May 6, Mildred, who are twins, they are eighth grade. They have promise and hope and dreams for the future. I want them safe in their school.

CHAIRWOMAN HUGHES: What community do you live in?

MS. ZEITSOFF: I live in Malibu.

CHAIRWOMAN HUGHES: Thank you.

MS. ZEITSOFF: I have to also say that when we lose a child, we don't just lose a child and a mother, we lose every relative, we lose every friend of that child, we lose every teacher that ever taught that child; a certain bit of the life goes out of everyone. So, the human toll of tears and pain and disillusionment that our society has allowed, and we have allowed this, on campus and off campus, is almost staggering to even comprehend.

I'd like to just show an example, April 26th, the L.A. Times. You have on your agenda "How Bad Is It" as one of the items. This is how bad it is and only a mother and others who have experienced losing a child or an adult in our society can understand how much we are taking it for granted now. Here's an entire page and right here next to it, an ad for Southwest Airlines, we see 'two girls killed in drive-by shooting'. Two girls aged 11 and 14 were killed in Walnut Park. Then it says, 'In an unrelated attack a 13 year old boy was critically wounded and a 16 year old was hit in the arm.' This is what, we have four children here. All of them, of course, we assume also are students on some campus.

CHAIRWOMAN HUGHES: What was the circumstances. Was your son killed in a drive-by shooting?

MS. ZEITSOFF: No. I can't give a lot of details on the circumstances because my son was found in Beverly Hills two days after his death by the Beverly Hills Police. Within one month they had apprehended two young adults, 19 and 25, who are accused of first degree murder with special circumstances. They now are in jail without bail since a year ago, March. The trial is pending and should be about the same time as Mildred's, as well. So it is very premature for me to speculate and not right to do so, but my son died.

CHAIRWOMAN HUGHES: Was he a member of a gang or a club or did he hang around with a lot of other young boys?

MS. ZEITSOFF: Justin always had many friends and in the last, I'd say, year and a half, he became very independent, especially when I got him a car at 16.

And I believe that as a very protected youth growing up in Malibu, he - when he went to live with his father at age 15 in West L.A., he wanted to see the world, so I met a lot of friends of his who were from many different countries. In other words, my son was eager to meet people and learn about people who were different and possibly who could enrich his protected life. So he had a lot of very similar friends to him the first 15 years of his life and the last two years, he was definitely a free bird flying and meeting and learning as much as he could. I don't think that children know danger, they don't know where to go, where it's safe and where it isn't. And so I believe my son may have gotten himself into a place where he shouldn't have been.

CHAIRWOMAN HUGHES: Did you communicate with him daily in reference to what was happening in school? And what kinds of responses and nonresponses did you get from him?

MS. ZEITSOFF: I think our relationship was the typical mother-son, teenage son, rebellious son, type of relationship. I always instilled in my children a lot of freedom and a lot of free choice. My son, Justin, would tell me, it appears, whatever he felt I should hear. And I think that's one of the problems that we all need to take to heart and recognize is that what we think is a communication with our teenage child is not necessarily what's really happening. Just like all the teachers and the legislators and the parents have been so very shocked to learn of the degree of weaponry in our schools. And seem to have been all collectively as adults in some sort of denial and inability to go through the teen-agers' secret code and secret world and culture and to pierce it and to know what these children are really doing.

CHAIRWOMAN HUGHES: Did your son carry a weapon, as you knew?

MS. ZEITSOFF: I had no knowledge of my son carrying a weapon and I still don't know that he ever did.

CHAIRWOMAN HUGHES: Did you have a gun in your home?

MS. ZEITSOFF: No. I have forbidden guns in my home since my children were very small; I have never purchased one and I do not believe in them. And later, if given the opportunity, I'll say a few words about how I feel that aside from metal detectors in the schools, we need to cut down on the access to guns because our children now do seem to see them as a sense of power and a sense of machoism as well as a sense of protection from other children who might threaten them.

CHAIRWOMAN HUGHES: Did you son, if he did not carry a gun, did he carry a knife or any other kind of weapon with him on a daily basis or on occasion when

he was going to a party or somewhere that he might have feared for his safety, as you know?

MS. ZEITSOFF: As I know, no, Teresa. However, I would be probably the last, as many parents would be, to know that type of information. I was familiar with my son's possessions, but I think we have to face that if our children are carrying weapons, we probably don't know it. They are very, very careful about letting us know.

CHAIRWOMAN HUGHES: All right. As a parent, if you thought that your son were going into a situation where his life would be jeopardized, would you encourage him to take protection and if so, what kind of protection?

MS. ZEITSOFF: No, I would never, as a parent, with my two 14-year-olds coming up, I also am a grandmother, I also have a 21-year-old daughter - I would never encourage any of my children to combat a fear of violence with an instrument of violence, which I consider a weapon to be. I would never encourage my child. I would try to redirect my child. If I were a teacher, which by the way I am a secondary credentialed teacher, I would encourage my children not to arm themselves under any circumstance.

All right. I have a few more words. Someone wrote in the L.A. Times, "schools, it's no wonder that our school systems have difficulty and poor results teaching the three R's. They're too busy trying to grapple with the three G's: guns, gangs and graffiti." Which I think is very important for us to recognize. Education cannot be delivered when these problems with gangs and with guns are existing; we're not going to educate our children.

I have a few suggestions. I believe our teachers are additionally in distress. I've considered going back to teaching, but I don't think I will. I had an experience in government; I was a Malibu City Council member. I am no longer, my son died seven weeks before my last election. I think government has a great responsibility to try to turn this around. I think government needs to help the teachers who have the courage to continue teaching. They need to give them smaller class sizes. They need to give them professional-level salaries. They need to have teacher education on how to combat verbal and physical violence in the schools. The teachers are like parents and like those who govern, all don't know how to deal with this without education. I believe that on the short term we do have to have metal detectors. I think it's critical that they be applied to students equally; that there be no discriminatory use of metal detectors. I asked my brother, how would you do this with all the openings in school, you don't really have a closed school system? He said what

about spot checking at the exit of a classroom? In other words, the child's in class, but the metal detectors appear at the door to get out. That might be a more controlled way to do it than when everyone's running into to school at the beginning and kids can sneak around in different entrances, there's only one way out, that one door.

I also feel very strongly that students must be educated in school. They need to learn dispute resolution. They need to learn the dangers, the true dangers of guns and other weapons. They need to have some type of curriculum that's taught, starting at kindergarten; progressive curriculum to teach them as we taught them not to use drugs and not to have irresponsible sex, we now have to teach them about violence and how to settle problems by talking with each other. And as a matter of fact, there is a wonderful curriculum out; it's called the Star Program, that's used in some of the L.A. District schools right now. It is put out by handgun control. I would like to suggest that you get a hold of some of the curriculums available and try to put them in our schools.

And my last statement is I don't see this as an on-campus off-campus issue. I don't see this as an education-only issue. I see this as a whole-child issue. You cannot allow a child to walk onto campus when the child has not had proper health care, the child does not live in a home with proper economics, the child possibly lives in a family with domestic violence. You must go so much deeper than just keeping a child safe on school. You cannot educate a child who goes to school, perhaps is safe, has no motivation entering, feels great frustration and failure upon leaving that school day, and goes into the streets to solve problems in a violent way. I also truly believe in my heart that we have gone absolutely crazy in movies and TV, and to think that this is not affecting our children, yes it is. And I believe that we have to have more responsible government intervention as Senator Paul Simon did on the federal level with his 1990 Violence Act. I truly believe they are mirroring what they see daily, not only in their family.

CHAIRWOMAN HUGHES: How can teachers protect students when they have classrooms of 35 or more? It's in Locus Parentus, what the statute says, that they take the place of the parent when they are in school. Teachers' lives are jeopardy, too. How does the teacher protect themself and all of those students that have been surrendered to their care? What can teachers do, should be wearing some bullet-proof vest, or what are the teachers going to do, how are they going to protect all the kids? I mean, it's a war zone.

MS. ZEITSOFF: Well, I think your point is excellent. As we have decided that security in the streets is a priority and in Los Angeles, the people have spoken, public safety is their number-one priority. Unfortunately, I believe we're going to have to have additional security to protect the teachers and the students on campus, and that is aside from metal detectors. We do have campus security officers now. I think, for the short term, until we can solve some of society's problems, I think that we're going to have to have a great number and it will cost money, all of these improvements will cost money, but we're going to have to have backups for the teachers; people who circulate not only the hallways, but in and out of the classrooms as well, which gives the teacher who is trying to parent, as you said, 35 children at a time, some additional authority there to keep the peace as a peace officer is to do while the teacher has some opportunity to teach; which has become a second priority with the teachers I know.

I'd like to read a poem, my last statement, and it's going to be hard for me to read. It was written actually by a female government official in the San Fernando Valley for my son, but I think that it says, it says a lot of what we're all feeling today and why we're all doing this so that we can make changes and poems like this can go in the trash and never be needed again.

For Justin.
Children shooting children.
Children shooting children lost.
We are not a warlike society, yet our children are at war.
In our streets, in our schools, in their hearts.
And we do not know why or even that the war is on.
Someone gave a war and we did not see the children shooting children.
Children shooting children lost.
Our children dying on our streets.
How did this become acceptable in any neighborhood,
Among any children.
Our generation, we parents think that war is what we do in other places.
This is our safe place; our states, our cities, our suburbs.
Parents that don't know that street-wise means war;
Violence and bloodshed of the children by the children.
Our body politics speaks easily in war terms.
We say war elsewhere, war on crime, war on drugs, war on poverty;

As if war is a positive societal term.

Now, we have war.

Children shooting children.

Children shooting children lost.

We better wake up.

A generation, the future will be lost when we lose our children.

How did we not pass the precious value of life to our children?

How do we do it now when so many are being lost by

Children shooting children.

Children shooting.

Thank you.

CHAIRWOMAN HUGHES: Thank you. Just one last question. What do we tell our children? I always told my children not to fight in school. I always told them not to fight. What do you do when someone else picks on your kid? Are they to keep their hands behind their backs and become a target? What do you tell our children?

MS. ZEITSOFF: It's very difficult to bring a fine line of advice to your children as to when the danger is so real and so lethal that they should respect a non-violent position versus when they shouldn't be non-violent and use the authorities at school or use their parents to help or another responsible adult. I don't think we can do it by advocating that our children fight back. I do truly believe they have to learn new skills that perhaps we have never taught them. In a warring society they need negotiation skills, they need conflict resolution just as a government does. And I cannot give in, I cannot tell my children that they should meet violence with violence; I will not go there.

CHAIRWOMAN HUGHES: What can we do at the state level to help to rectify. I'm holding this hearing all over the state, I'm gathering data, I'm trying to get some clue as what you feel the responsibility is of state government in helping us to rectify the situation. I know that smaller class size would make a lot of sense. More protection and maybe more detectors in the schools, but what else can we do? What do you think we should be doing this Session of the Legislature to see that we make schools a safer place in which to be? With limited money, which is a reality.

MS. ZEITSOFF: I know.

CHAIRWOMAN HUGHES: What can we do?

MS. ZEITSOFF: I believe that every state Senator and Assemblyperson who

comes out with a bill related to improving education safety at schools or public safety in general ought to be given a very strong hearing. I notice that there are a lot of firearms bills out right now. Gary Hart has a bill for a mandatory expulsion. Steve Peace has a bill as far as purchase by minors of weapons. I think that all legislators need to put, and I believe all money should go on a descending scale; reprioritizing the small amounts of funds that the state does have. You should have public safety in general which would include children off campus and every bill that - and that would include gun control, include anything that has to do with funding public safety which is government's number one responsibility. And secondly, I would say that legislators should support and instigate legislation on helping the educational system, wherever that might be. If it be make it safe with metal detectors, which is Katz' bill. If it be sacrifice in other places in the state budget for allowing teachers to have enough money and smaller classes. Until you put those two things as priorities - think about it, public safety and education - we don't have anything else.

CHAIRWOMAN HUGHES: Let me show you an example. I have a bill that would require that pawn shops and gun shops must lock up in safes their weapons when the shops are closed. The bill hasn't had a committee hearing yet and I'm sure that these gun shop owners will tell me that the cost is absorbitant and they will not want to bear the cost. What do you think we as a community can do to see that the law requires them to lock them up so if the stores are broken into like they were during the civil uprise, that then a lot of young people and others could not arm themselves with free firearms. How can we see that those people who are elected are responsible enough to vote for something like that with the pressure of the gun lobby?

MS. ZEITSOFF: Right. Well, I think your bill is excellent. I think it's a good step and that's the type of step we need all legislators to take. I personally, as a citizen, cannot tolerate and have zero tolerance any longer for an argument of economic profit or economic deprivation, especially when it comes to gun shock. Now I'm very, very strongly in favor of gun control. And as far as I'm concerned, if I were sitting there voting on your bill, I would say I'm very sorry if your gun shop is going to suffer economically or go out of business, but I have to protect the people of the state of California, I have to take care of my children that I am responsible for. So I think governmental officials have to take what's right and not worry about re-election, not worry about even economics, because if the kids aren't safe and the people aren't safe, then it's not going to matter if they have a job. If you have to put some

businesses out of business by restricting them when it's right to do so, I think that's - I'd rather be poor than be dead.

CHAIRWOMAN HUGHES: Thank you very much.

Our next witness is Alexis Cushon from Morning Side High School and Carlos Galvan from the Youth and Family Center. Alexis?

MS. ALEXIS CUSHON: My name is Alexis Cushon. I'm currently a student at Morning Side High School, I'm a junior, and I'm speaking on violence, as you probably already know.

CHAIRWOMAN HUGHES: Would you pull the mic a little closer to you. Thank you.

MS. CUSHON: Violence. What is violence? Physically forced you so as to injure, harm, done by violating rights. At Morning Side High School, the students seem to think that there is a great deal of violence. Some students feel ...

CHAIRWOMAN HUGHES: Tell us what school district Morning Side High School is in.

MS. CUSHON: Inglewood.

CHAIRWOMAN HUGHES: Thank you.

MS. CUSHON: Some students feel that they have to bring weapons to school and most students do. Because of the fear of being jumped on at school, students try to protect themselves. I don't feel, as a person and a student of Morning Side High School that the problem is just the school. I think if the parents of the students would talk to them about violence and finding other ways to solve problems without having to resort in violence, some of the problems will be solved. If we had some type of activity that would bring different groups of people together, some of those problems might be solved. There's three different cases of violence that I've witnessed in the three years I've been at Morning Side. Case one: a racial riot in the '90-91 school year between African American students and Latino students for more apparent reason. Case two: in the '91-92 school year a small racial riot after senior farewell rally between African American students. Case three: Latino student shot on campus in the '92-93 school year. And there are still seven weeks of school left.

It scares me to think that the races can't get along. I wrote a poem.

Black and White

It is a color, but not a race.

They say it is what's on their face.

No one should be called a color;

We all are like each other.

From Psalms, 127: I am for peace, but when I speak, they are for war.

Thank you.

CHAIRWOMAN HUGHES: Let me ask you a question. You said that, Alexis, in your opening remark that most students do carry weapons. Do you carry a weapon?

MS. CUSHON: No.

CHAIRWOMAN HUGHES: And when you say that most students do carry weapons, what weapons do they carry?

MS. CUSHON: Guns, knives and mace, if that's considered a weapon.

CHAIRWOMAN HUGHES: I didn't hear your last thing. Guns, knives and mace?

MS. CUSHON: If that's considered a weapon.

CHAIRWOMAN HUGHES: Do you tell the school authorities? Do the counselors and the teachers and the principal of the school know that the guns and the knives and the mace is there?

MS. CUSHON: I believe so, because when we have games and other activities, they have a metal detector where they check at the door to see if there's weapons or anything coming in. So I believe they do know.

CHAIRWOMAN HUGHES: And you believe they just don't do anything about it, or that they only do things about it on a special occasion when you're having a large number of people come to the school.

MS. CUSHON: They do periodical locker checks. So other than that, that's the only thing that I know of.

CHAIRWOMAN HUGHES: What would you do if you were the principal of the school and you had that major responsibility? What would you do?

MS. CUSHON: You can't really check them, I suppose. I suppose you could if you wanted to. There's nothing really you can do other than to wait until it comes out and try to do something with the problem then.

CHAIRWOMAN HUGHES: I have a representative here from Congressman Walter Tucker's office. He'd like to ask you a question.

MR. TYRONE BLAND: First of all I think the Senator should be commended for holding such an event as this and indeed, it is definitely a need that has since become a problem as you talked on earlier. I think the most pervasive issue that we need to address is ...

CHAIRWOMAN HUGHES: Introduce yourself for the record.

MR. BLAND: Oh, I'm sorry. My name is Tyrone Bland. I'm a field representative for Congressman Walter Tucker who represents the 37th Congressional District.

Again, in addressing the problem or the need, I should say, it has since become a problem because I think for awhile we have kind of let the issue of guns and of gang violence and general violence on campus resonate itself into a large-scale problem which now you are left to have to address these issues. Senator Hughes is now left with the task to initiate bills to resolve these problems when I can assure there are a number of other problems that need to be addressed outside of - or should be resolved outside of violence on campus. But because this is such a pervasive issue, we have to bri[illegible]that to the table and find some expeditious resolve. And I would kind of like to expound on the point - or basically pose the question to you - what do you think is probably the most operative resolve that you have as students? And being the actual - those who are actually involved in the violence on campus, how do you think there's a resolve can become into fruition by your actions on campus?

MS. CUSHON: Well, first of all, I don't carry a weapon, so therefore I feel that I'm doing my part.

CHAIRWOMAN HUGHES: We can't hear you. You have to speak directly into the mic. Thank you.

MS. CUSHON: First of all, I don't carry a weapon and I feel that as a student that I am doing my part in not carrying one. Otherwise, other people in carrying weapons, I feel that if I knew then I could report it and let them know what's going on.

CHAIRWOMAN HUGHES: Do you think you'd get into trouble if you have three or four people in your class who have a weapon on them, would you feel free enough to go and report them or would you feel threatened that if you told on them, that your life and your safety might be jeopardy.

MS. CUSHON: I would feel threatened.

CHAIRWOMAN HUGHES: All right. But would you go and tell?

MS. CUSHON: It's something I would have to think about ...(inaudible)... and I probably would.

CHAIRWOMAN HUGHES: All right.

Carlos?

MR. CARLOS GALVAN: I'm Carlos Galvan. I'm with the Youth and Family, New Chance. It's in Inglewood Unified School District. I feel that violence isn't

just racial, you know, it's because you have Latinos killing each other, you have Blacks killing one another. First you have to stop the race killing from one another before you can go on to stop the killing from one race to another. It's not going to stop real quick or in a year or it's going to take time, it's going to take a long time. And it's going to be a hard task to do, but you know, somebody has to do it. It's going to be real hard.

CHAIRWOMAN HUGHES: Well, Carlos, I'm trying to understand. Why do Hispanics kill Hispanics? Why do Blacks kill each other? At one point in time it was racial wars between Black gangs and White gangs, Hispanic gangs and Black gangs, but now you're killing each other. Why do you think young people are killing each other? Killing their brothers and their sisters who look like them.

MR. GALVAN: Everybody is just trying to get ahead. Everybody wants to be on top. Everybody wants to be number one.

CHAIRWOMAN HUGHES: So you get ahead by killing or harming someone that could be your brother or your sister?

MR. GALVAN: If, say, say if that person is known throughout his neighborhood, he puts fear into people because they know that he don't mess around, that he doesn't take no mess from nobody, then he becomes feared, everybody feared him so he feels that he has a lot of power, you know, within him and he could do, you know, do mostly what he wants and go where he could go without having nobody to hurt him, because he's feared.

CHAIRWOMAN HUGHES: How do we - so therefore you feel that there's some sort of a self hatred because everybody who looks like me is trying to get ahead so I got to make sure that they all fear me. How can we eradicate that? What can we do in schools, what can we do in this society to break down this competitiveness to get ahead? When you say gangs want to get ahead - well you want to have a reputation as being bad so everybody fears you. How else could you get ahead? Do you just have to be bad to get ahead?

MR. GALVAN: Well, maybe if there was more jobs, you know, people wouldn't being trying to rob one another or car jack one another. You know, they would be doing something else like working and supporting themselves. But it's hard these days, it's hard times, you know. There's hardly no jobs. People that do work they feel that they have a little power because, you know, they have a job and everything and they try to go put the other person down. So what the lower person does he just tries to take their money, make easy money to support either his family or his kids or himself. He might be lonely, he might not have no one

to care for him or her.

CHAIRWOMAN HUGHES: The Youth and Family Center that you come from, tell us a little something about it and what they do.

MR. GALVAN: Well, they help you deal with your problems and they help you get an education. They help you, you know like, if you have problems within your home or within yourself and you need somebody to talk to, there's always somebody there that you can go speak with.

CHAIRWOMAN HUGHES: Why is it young people feel that they can't go home and talk to their moms or their dads or if there is not a mom or a dad in the home or there's one parent in the home, why is they feel that they have to go to some stranger and talk to them?

MR. GALVAN: Because, that is just the thing. The parent is the parent. You know, isn't it just how to yell, yell at you or do em. They got to tell you right from wrong which anybody would tell you to which is right, but they're not as much as understanding as going to a friend or to somebody else. You feel more comfortable speaking with somebody else than with your own parent.

CHAIRWOMAN HUGHES: Okay. Thank you. Any other remarks?

ASSEMBLYWOMAN GWEN MOORE: Yes, question.

MS. MAISHA HAZZARD: Yes. Maisha Hazzard from the office of Assemblywoman Gwen Moore. I would like to ask both of you this question. Why do you think the youth have gone to the use of lethal weapons like guns and knives rather than settling the kinds of quarrels that have always existed amongst people through fist fighting or even peaceful means?

MR. GALVAN: Well, it's mostly gone to guns and knives now, mostly guns, because people aren't - they don't want to fight because some people are bigger than others and with a gun you have a lot of power in your hands and you know, a lot of people, they just see a gun, they get scared, and it's less of a fight and it's less of a struggle. You know, it's less of hurting and everything. All you have to do is just show the person the gun and whatever they have on or whatever you need from them, they'll just give it to you.

MS. HAZZARD: You talked about how most of the young people at school have some kind of weapon with them. Are you saying more than 50 percent? Are you saying 80 percent of the students? I'm trying to get some idea of how ...

MR. GALVAN: Well, it's about like, like, a little over 50. Or, it's over 50, it's not a little, it's over 50.

MS. HAZZARD: So if you're saying 40 percent of the students ...

MR. GALVAN: A good 80 percent.

MS. HAZZARD: 80 percent?

MR. GALVAN: 80 percent.

MS. HAZZARD: All right. What do you think that 20 to 40 percent who do not carry guns could do as a group? Do you think it's possible for them to come together as a group to do something that would help to get rid of the other weapons on campus. I can understand, Alexis, when you said that you would really have to think about whether or not you would report an individual student. But can you think of some way of organizing the students who really want the weapons off the campus, who refuse to carry them, to get rid of the problem. Either of you.

MS. CUSHON: If that 20 percent came together, they can come up with some kind of group as a counseling or whatever where you can come if you had a problem with another student, you would have to talk to some type of director or someone. If they sit down and talk about the problem, then maybe that could be resolved without having to go to violence.

MR. KEN HURDLE: Senator?

CHAIRWOMAN HUGHES: All right. Yes.

MR. HURDLE: I'm Ken Hurdle of the Senate Office of Research. Does your school or does your school district have dispute resolution kind of peer mediation things going on?

MS. CUSHON: Not that I know of.

MR. HURDLE: Not that you know of.

CHAIRWOMAN HUGHES: All right. At this point, I see that the superintendent of the Inglewood School District is here. I'd like to ask him to come up to the table. Maybe he can answer that question for us. Superintendent George McKenna. Thank you very much, students, for being here today.

Dr. McKenna, and I see the President of the School Board, Tomasena Reed.

MS. TOMASENA M. REED: Good morning, Senator.

CHAIRWOMAN HUGHES: Good morning.

DR. GEORGE MCKENNA: I appreciate the opportunity to speak. We are not on the program; I realize that. One of the persons I had asked to come forward is a member of my staff, Mr. Howard Dillon who is Director of Special Services in the district and is responsible for our gang intervention and prevention programs. Also uniquely has a son who attends Morning Side High School and his son has been in the district for a number of years.

I would like to clarify and perhaps respond to some of the questions and maybe bring more accurate information from our perspective. Yes, there are

conflict resolution activities that occur at both our high schools and at a couple of our junior high schools, occasionally, but mostly at our two high schools. We have a collaboration with a number of agencies, one of which is Southern Christian Leadership Conference. We receive support from the GRIP program, Gang Reduction Intervention Pilot Program, from Assemblyman Katz' office; that was his bill. As a matter of fact, I was one of the persons who wrote that bill. He implemented it where we get asset forfeiture funds from drug deals and use that money on our campuses for intervention purposes. I would - I don't know if we use the wrong word here - I would take issue with the notion that most students at Morning Side High or any other high schools have weapons every day. That may be a perception of a student, but I don't think that that is a fact. I think that there are numbers of students who do feel fearful, however. This is not to minimize the impact of a violent society on our children; however, we have taken a number of measures to intervene. Mr. Dillon can probably speak more specifically to that even to the specific incidents that the young lady mentioned in her presentation. I am not here to debate with the students' perception, but I am here to clarify and to answer any questions that you might have with regard to the issue of violence on campus. We are in the process of developing an implementation of a nonviolent (inaudible) curriculum; hopefully next year. We are working in collaboration with Dr. Deborah Prothral Stiff (inaudible) from Boston, who is a medical practitioner who has developed a form of a curriculum for adolescents, and that modified might also be able to be applied K through 12; and we're looking at that very seriously. And I have a number of my staff members in the audience here who are listening to your presentations trying to get as much information; we're very interested in the notion of it, very interested in what all the speakers have to say.

I don't wish to take much time. I know I'm not on the program and Board President Reed is here, she may have some comments or responses to some of your concerns. And Mr. Dillon is here as well if you wish to ask some questions.

CHAIRWOMAN HUGHES: All right. Mrs. Reed.

MS. REED: Yes, good morning. Thank you, Senator Hughes. I commend you for having this hearing and for the Task Force having been formed by the Senate and State of California.

In the Inglewood Unified School District, I can assure you that it is the policy of our board that we do not tolerate students bringing weapons to our

campuses. We have had some incidences involving violence. We have been fortunate that no student has yet been killed at the Inglewood School District. As the Superintendent noted, the district is working with a coalition in the City of Inglewood, the Coalition Against Violence. And we are in the process of developing what I prefer to call an anti-violence conflict resolution curriculum which we will be introducing in the fall. This is a priority in our school district as a means of teaching students how to deal with their own conflicts and to cope with the fear. I have also recently spoken to parents to make sure that parents are a part of this; that parents reinforce amongst the young people who attend our schools that bringing a weapon or handling a weapon anywhere, whether it's at the school campus, in the home, or on the streets, is a no-no, it will not be tolerated by either the parents or the school district.

I think the Inglewood Unified School District is making great strides. Our school board will be, on May 12th, adopting a policy regarding searches and the use of hand-held metal detectors at our high schools. This, I assure, will be implemented as soon as that policy is adopted, even before the school year is out. And I feel strongly that it will reduce the incidence of weapons on our campuses.

CHAIRWOMAN HUGHES: All right. I like the things that you said, Dr. McKenna. I love the reassurance that you give us, but I have a question and that is, how can you make a student feel safe when the the student perceives this perception may not be reality because of the body language of another student, because of the tone of voice of another student, because maybe an idol threat of another student will make them believe that the student that they just had an argument with has a weapon on them. And maybe they'd been through the metal detector, but this student doesn't know it. How can they feel safe? Do you encourage students to come and to inform you if there are suspicions that some of their classmates have weapons? And how do you handle that? And how do you protect the student so the student feel free enough to do that?

DR. MCKENNA: Each school - the principal of each school has the responsibility of insuring to the extent that they can the safety of the students on campus. We, right now, are implementing a hot line that will be a 24-hour recording available for people to report anything they feel might lead to crime, particularly the use of weapons or things of that nature. We don't have the resources to have a person stationed at that phone 24 hours a day.

However, to respond to your broader question, how do you make children feel safe? Let me back up. First of all, students are encouraged to report

incidents that they feel might be either leading to or already resulting in criminal behavior. How do make students feel safe? I don't think you can honestly talk about making a student feel safe on a campus unless we talk about institutional safety and institutional change within the system, the institution of education. And when the question was asked before, what can you do? And you gave the caveat, Senator, with all due respect, well if we have no money, then we are actually at odds with each other in trying to solve this problem. And when I say 'each other' I don't mean in a personal way. Schools cannot function without resources. To ask us to do more, to do better, try harder, be smarter, hang in there longer, and budgets are being cut on a regular basis and salaries are being cut, in addition to programs that are unavailable and only in the minds of visionary people but can never be developed because there are no resources to. To deal with safety requires an institutional response. Individual acts of heroism on the part of individual people are insufficient to change systemic behavior. Violence is systemic in a society; the remedy is education so that people learn differently. Media attacks us constantly. We don't have an official protest. If you really believe that institutional change can take place, then we need unaffected funding sources that cannot bifurcated, diluted by any other priority other than to address violence in a society from an educational perspective. We do not need to call police as an educational response. Educators can teach nonviolence if they have the resources. Not just a textbook, but a broader sense of resources where not only the child, but the home and the neighborhood from which that child springs is also impacted and affected by this educational approach so that we have 24-hour access and people on the job in the evenings. I'm a member of the Board of Directors of the community youth gang services. We send ex-gang members into the community at night. School teachers go home at night. The school is closed at night. The gymnasium is open and the library is closed; an interesting contradiction in our priorities. And yet we've lived with that for so long that we think it's normal and normal becomes oppressive when you talk about institutional change, so I'm not really going to be able to tell you how to make a child feel safe. How does one child not hit back when everybody else is hitting? What do you do about all the children? What is the response to violence in general? And I would take issue with the definition of violence as simply being something physical. I can be done violence without anyone touching me at all; it is anything that demeans my position as a human being and my integrity and puts me in a position of hopelessness or helplessness. As Cornell West (inaudible) talks about the

absence of hope - or the loss of hope and the absence of meaning, and that is a serious threat to our society. So schools ought to be addressing more than just how to pat kids down every day. We can buy all the metal detectors in the world, but without a curricular approach, we will not be able to systemically change our society and our children will become the leaders in society later.

That's a longer answer than I wanted to give, but it's the best I can do.

CHAIRWOMAN HUGHES: All right, thank you very much.

All right, now we'd like to have a little overview of the problem.

We have one other witness that we need to hear from at this time.

Thank you very much for being here. If you would like to stay around, we'd be privileged to have you. And I appreciate the fact that you took the initiative to come.

Margaret Ensley, the mother of Michael Ensley, shot in Reseda High School recently, that made the newspapers, was brave enough to come to us today and we'd like to hear from her at this time.

MS. MARGARET ENSLEY: I thank you, Senator Hughes, for allowing me an opportunity to speak on such what I feel is the most critical problem facing our country today; it's not just a California issue, it's a United States issue. And I applaud you for your going forward with trying to do something about this astronomical problem.

A couple of weeks ago I was up in Sacramento and got information on what you were doing, and I was there to try to lower the age that a kid could be tried as an adult for heinous crime such as murder. My son, Sean Ensley, was 17 years old, due to graduate this June. And I can certainly empathize with the other parents that were here previously on what they're going through because only this morning did I have what I call a crisis, and that's because my son is no longer with me. And when asked why he was murdered, the individual stated, "He looked at me funny."

There is truly a problem going on in our society with our children. It goes beyond budget constraints. It goes beyond what's available to us on a monetary basis. It's a life and death issue with our children. We are guaranteed by the State of California Constitution that our children would be allowed to go to school in a safe environment; not only our children, our teachers as well. We owe it to our children to insure that this is a reality and not a perception. They are terrified, many of them. Since Michael's death, I have made myself available to the students at his school to answer any questions or to help them in any way possible that I can with this most critical issue.

CHAIRWOMAN HUGHES: What kind of questions do the students ask you?

MS. ENSLEY: "The teachers don't listen to me. They don't care about my problem. I try to talk to them and I get, 'In a minute', 'Not right now', I'll get back to you on that.'" And several of the children have said, "I want to talk to them right now." Sometimes the issue is just that burning. I don't need to - I'm not here to fabricate stories or try to point the finger at anyone. I know the teachers have a tough job to do and it's very difficult to try to teach children in an atmosphere that's not conducive to learning. It is extremely difficult. I have even gone to classes and sat and looked and they do more policing than they do instructional teaching; and that is when it is a problem.

CHAIRWOMAN HUGHES: Do you think it's because the classes are too large?

MS. ENSLEY: I think that one, the classes are too large; one, the focus on problem children hasn't been given the attention that it should be. In my heart of hearts, I don't believe that if you have a child that has problems that are beyond what the teacher's scope of ability; I don't mean responsibility; I mean ability. The individual that shot my son had numerous problems. Everyone that touched kid's life pulled the trigger on my son; and that's how I feel about it, because they had an opportunity to make a difference, perhaps, in the way he was going. I feel very strongly about that because in looking at the young man, I could see anger, I could see hatred. My son didn't know that because I didn't teach him that. I taught him love and respect for his fellow man regardless of his race, regardless of his religion, regardless of anything, but that this was another human being and you do respect him regardless if they're different, you respect the difference as you would want them to do you.

So, as I say, this goes beyond the school. It is right down to life and death. Too many of our children are dying unnecessarily. Why should my son have had to die because he looked at an individual funny. He thought he was going to attack him even though my son was not the aggressive person that this person perhaps felt at that time. This was a troubled youth. We need psychologists, psychiatrists, to intervene. Teachers are not equipped with that type of thing. Maybe these types of students need to be removed from the normal school environment so that attention can be placed to their specific needs. And it doesn't mean that they can't be helped and down the way, reintroduced into an atmosphere that they can excel in and be productive in. But it's very difficult because I know Michael used to come home and say, "Oh, God, you know. There was a fight at school today and I didn't do well on that test because I was so

nervous." Why should that be?

CHAIRWOMAN HUGHES: Did your son carry a weapon?

MS. ENSLEY: My son never carried a weapon. And the reason I know my son never carried a weapon, because he never knew when I was going to frisk him at the door. I felt I had an obligation to the other mothers and other family members to insure - my son was no angel, but he was not a bad child, he had a lot of love and respect for individuals, as all of his teachers eluded to upon his death. But I felt that I had an obligation because I don't know when he leaves me who is going to approach him, what his fear was, so I'd frisk him at the door. He said, "Mom, why do you do that?" I said, "because I just want to make sure you don't have anything on you that they'll call me and say, 'Your son did this in class.' If something comes up, use your fist and use your brain." And that's how I ran my household.

But with this turn out today, there should have been standing room only. I went to a forum last week on safety in the L.A. Unified School Districts. Mrs. Marie Gains put that on. It was a beautiful forum with numerous credible people as a panel. It should have been standing room only because this issue is so important. It is the most important issue that we have facing our children today, because I don't care what the President's plan or his wife's plan is on education, if the environment is not safe and conducive for learning, they are not going to learn.

CHAIRWOMAN HUGHES: Do you think it's because too many guns are available to young people?

MS. ENSLEY: I think it's too many guns available to all people. Okay? Children get those guns. This young man told us he bought the gun off someone at the park. He was able to bring that gun on to school for two days and walk around with it in his pocket unbeknownst to security, teachers, principals, etc. Why was he able to do that? This child was expelled at the time he shot my son. He was not even supposed to be on the campus without his parent.

You tell me how he was able to get on that campus and walk through the morning without being observed by someone. Who takes safety seriously? Does security? Do the principals? Do the teachers? How was he able to walk into a class and try to get another classmate out of class without someone being aware that he was not supposed to be there.

These are questions I have as a grieving mother. What are we going to do? When did we stop thinking that safety in our schools was not an important issue; it's not as important as feeding the people in Somalia; it's not as important as

sending money over to Bosnia; it's not as important to helping jump start the Russian economy; it is important because if we don't allocate those moneys could, some of those moneys could have been allocated towards safety in our United States schools so that these kids would not have to be subjected to brutality, murder, coercion, all of those things that they have to walk through daily just to get an education; it is not right.

And the President of the United States needs to take another look at that policy and say, "Hey, you are absolutely right, American people." These children are our future, and until we step up to insuring that they do have a future, there is no excuse for my son to be dead today. I should be celebrating his graduation. He wanted to go to college, he wanted to be a productive citizen. And that was taken because not enough attention has been paid to the safety in our school system.

CHAIRWOMAN HUGHES: All right. You talked about the fact that a student who had been expelled came back on campus without the authorities knowing of it. What do you think should be the policy of the school when a student or a parent or anybody can walk into a school. How do you know that this is an expelled? How do you know that this is a student who's not trying to transfer from another school? What do you want to tell the authorities to do?

MS. ENSLEY: What I want to tell them to do is this. You don't expel children every day. You don't suspend them every day. It's a very simple thing to alert your teachers, your security, that this is a student - I don't care if you have a hot sheet, the police have it - so you have a sheet that says, "These children have been expelled. They are not supposed to be on this campus unless they have a parent with with them." You show that to security and it would be up to security and you tell all your teachers, his teachers, whatever classes he had, "If you see this student, he is expelled and should not be here." This is a code red. Get him off the campus, he should not have been there. And if those measures had been followed, if someone in authority would have known he was on that campus and he shouldn't have been there, then perhaps my son would be sitting beside me championing this particular cause. But he was able to walk on that campus, walk there from first to second period and nobody knew about it. And I feel that's a shame, it really is truly a shame. Someone should have known, if no more than the security. Even parents that come to the schools, they should be aware, they call you, you have to have an appointment. If you show up there and you don't have an appointment, someone meets you at the door to allow you on campus. And that's the way it should be.

Shortly after Michael's death, we went to a memorial service. My son in law who was coming to sit and observe the memorial service was frisked. But this was after the fact. We have got to be in a reactive mode. We cannot wait until something happens in then say, "Oops, now we can put a plan in place." It's too late then. It's too late for my son. It's to late for Mrs. Hillard's son. We should have been in a reactionary mode right from the start. We know these problems are there. We've been knowing those problems are there. And the only reason that Michael Sean Ensley got the notoriety that he did was because he was from South Central Los Angeles going to a suburb in the valley; that is the only reason. Now, ladies and gentlemen, they're busing in the problems. We didn't have this problem out here in the valley until we start busing children. If I could've sent Michael to a safe school three doors down the street from where he lived, that's exactly where he would have been. It didn't do my heart good to call the school board when I got ready to send him to high school and say, "school board, here I am struggling, working parent trying to get my son through school. I need your help, where can I send my son?" Okay, "Oh, well send him to the valley schools, they're the safest." Didn't prove out so for me.

But I'm just saying, we have got to take ownership. This is a big problem, Ms. Hughes. And I really applaud you for your concern and I will support you 100 percent in your endeavors to get something done about this, because it's real for me, the pain is still real, and no other mother should have to endure what I am enduring right. I have periods where I can't even remember my own name, and that should not be. That was my only son, my baby. No graduation, no grand kids, none of those things will ever transpire for Michael. Why, because the public refused to take action against this, a most critical concern of our nation today. We need to give as much emphasis to this as we do with jump starting the Russian economy. And I'm sorry.

CHAIRWOMAN HUGHES: Thank you. I'm glad for you to be here. I applaud all of these brave mothers who have the courage to come up here and give this testimony.

I'd like now to move in our program to Gayle Wilson Nathanson from the Youth and Family Center in to tell us about the Inglewood program.

MS. GAYLE WILSON NATHANSON: Thank you, Senator. The pain of that mother speaks more eloquently, I guess, to these issues than anything any of us can say. I think that one of the things I hear her saying among many things that I agree with is one over-arching (inaudible) thing. And that is to date, despite the loss of life, despite the fear that grips the hearts of our children, we

have not formed the collective will to stop the violence. We have not formed the collective will and our children know it. In Inglewood, something very special is happening. The community is rallying together to say that we believe that violence is a fundamental problem in our society. We don't believe that the schools can create safe campuses alone. We don't believe that the police can create safe communities alone. We don't believe the parents can keep their children safe, alone. What we do believe is that if we join together, we can develop the collective will to make a difference in our community.

The Inglewood Coalition on Violence Prevention began with a presentation by Dr. Debra Prothro Stiff (SP??) on December of last year. Since then, we have working very diligently to move the non-violent agenda forward in our community. One of things that we did to gain information was lots of focus groups. We need to understand the problem clearly before we can intervene in the problem. We spoke to lots of children; children from early elementary school all the way up to seniors in high school. They sang a common theme; they talked about the fear. They also talked in ways that were very disturbing because what they talked about was a fatalistic acceptance of the violence. Because we don't have that collective will, kids don't believe that we as adults are capable of doing anything about it. In fact, when you begin to speak to numbers of older children, many of them have been raising themselves. If you know about typical normal adolescent development, they're omnipotent, they're grandiose, they don't necessarily have an appropriate sense of consequence. There are all kinds of things that are perfectly normal in the development of young people. But when they're left without adult guidance; when they're not able to bounce off of adult role models; when there's no one there to help structure and reign in their behavior, grandiosity grows to frightening proportions. Their lack of appropriate sense of consequence becomes terrifying and you begin to have communities where adults are afraid of their children. The kids talked about the violence is as inevitable as the sun coming up in the morning and setting at night. What they did feel angry about, however, and did expect us to do something about was the fact that they said they don't have much chance to have fun. What do you do if you're a concerned working parent? You tell your child to go straight home after school and lock the door and don't let anybody in. So children are expected to be home, alone, isolated. Schools have no money for after school recreational programs. Teen centers no longer flourish in our communities. What provisions have we made for children to grow up nurtured in our society with age appropriate, safe, supervised activities. I submit to you

what we say that we can't afford, we have no money, we can't afford not to invest in our children. There is no penny that we have to spend in this nation that our children and our families are not more important.

They talked about, in those focus groups, little kids thought of a remedy as police. They wanted police, they wanted lots of police. They wanted police in uniforms on every corner. Then they decided they didn't want the police just out there alone because then they were worried that the police would get shot. Then they thought about having police on horseback. Then they decided they'd worry about the horses and the police, so that wasn't the solution. They came to wanting police in squad cars in eye-shot monitoring them on the way to and from school. To and from school was reported by all of the children in all of the ages as one of the most frightening parts of their day. Along about junior high school, kids start to change their remedy. They say, "No, no more police. Police are part of our problem, they're not part of our solution." So long about middle school, they don't want to see more police. The little kids have access to police through the DARE program, through other things where police are shown to be benign figures. Around middle school there starts to be a shift in that.

You heard from Carlos this morning. He is a wonderful young man in the Youth and Family Center program. And Carlos said something that I'll never forget. Carlos said, "Well, what happens is we get older and we get bigger, and as we get older and we get bigger, the police start getting more scared of us and we start getting more scared of them." So, what you begin to see is a community where everybody's in their corner and everybody's afraid of everybody else.

Schools can't run closed campuses. At least not many schools. If you've ever seen the Morning Side campus, how on earth do you close that campus. They do the best they can. But the only way we'll begin to change is when we have that collective will and begin to transmit to children we are in control, we will not tolerate the violence. And we also need to build in with children ways for them to take ownership of this problem, begin to realize they have a piece in it and there's something that they can do. They regard carrying guns as a right, because the message is, you have to be able to keep yourself safe. So if you got to pack your piece, that's what you need to be able to do to keep yourself safe, and you're entitled to do that. But it doesn't take very long in problem solving with young people to help them understand that if you're entitled to be safe from secondary smoke because smoking, someone else's smoking

can be hazardous to your health, someone else carrying a gun can certainly be hazardous to your life. They begin to understand these things. They need forums for understanding and we need to work with our schools. We need to involve businesses. We've had those partnering programs for many years, but we need to revamp what's going on. All community service providers, churches, everyone in our community needs to be working as a collaborative whole to develop the unique blue print for that particular community to work with each individual school; each one's different. Some schools have more of a problem with drug dealing on the corners than other schools do. Some schools have more of a problem with racial relations than other schools do. What's the unique blue print for those schools. Our schools have to be the pivotal point, they have to be. They have our kids all day long and they have many opportunities for intervention, many opportunities to provide young people with skills for getting along with one another. But unless we join forces, it will never happen.

When you speak of what can you do, Senator Hughes, one of the problems we have is we're developing a master plan, a blue print for Inglewood. How do we get the resources involved. It's right now done in a very piecemeal way. For example, Inglewood needs street gang workers, we have none. The police and the probation department are doing all the street gang efforts. That's very different than what an organization like Community Youth Gang Services can do.

We developed the plan; we've costed it out. We need the funds to bring that in. That's a component piece of stopping the violence; they'll work in collaboration with the schools. We need access to in-home support services and counseling. We pulled that piece together. We submitted yesterday a grant to the Office of Child Abuse Prevention to gain funds. We've submitted a grant to the California Wellness Foundation to gain funds. We have to design a plan that involves submitting for resources to about 25 different places. That's crazy, that's crazy. The State and the Feds needs to say, "It's an education problem; it's a health problem; it's a social service problem; it's a jobs and employment problem, and we're going to develop blended funding streams so that when communities come forward with blue prints and take responsibility for initiating some solutions, there are ways to fund those and bring resources in in a systematic way. That is something critical that you could do for us that would be of invaluable help.

Thank you.

CHAIRWOMAN HUGHES: Thank you very much for your testimony. I think you put the responsibility right where it should be, in all levels of government. And I like the remark that you made about the children. I can remember in Kindergarten, First grade, you teach the children that the policeman is your friend. And as they become teen-agers, then the policemen become their enemy. We got to find out how we stop that from happening.

Thank you so very much.

All right. Our next three witnesses, I'd like to - oh, one witness. George Butterfield from the National School Safety Center who is going to give us an overview on the identification of the problem; not that we haven't really identified it already, but if you could give us a succinct overview.

MR. GEORGE BUTTERFIELD: Senator Hughes, Task Force Members. In a sense it's good to be here and hear the others who are testifying. In a sense it's a very sad thing that we have to be spending time on this instead of spending time on thinking about how to do some of the other critical things that we have to do in our society.

Being from Pennsylvania, myself, a few years ago I saw a headline in the Ardmore, Pennsylvania, newspaper; not exactly a major urban center, and it was entitled, 'Reading, Writing and Ducking Bullets'. So even in that small community, they were concerned about the problem. And what we find across the country in all of our nation's campuses is that reading, writing and retaliation have really been linked. For too often the retaliation involves ducking bullets and serious violence, although accidents also claim many lives. We've heard three examples this morning. But there are others as well, and it's not just high schools where this is occurring. In February of 1992 in a middle school in Baltimore, Maryland, a seventh grader shot a school police officer for confiscating his paiger. In March of 1992 at McAuliffe Elementary School in Chicago, Illinois, an eight year old brought a gun to school in his book bag; he thought it was a toy. Hey, show and tell time. He shot another student, an eight year old girl, paralyzed her, and did it in the class room. September of 1992, a transfer student - and how many times it's a transfer student - in of all places, Amarillo, Texas, Paladura (inaudible) High School, after a fight, shoots six students in the hallway after an assembly in the gymnasium. Dartmuth High School in Dartmuth, Massachusetts. People in Dartmuth, Massachusetts, were saying these kind of things happen in Boston, but not out here in Dartmuth. In Dartmuth, Massachusetts, three students came on a Monday morning, April the 12th, looking for someone they wanted to get; they carried a baseball bat, a

billy club and a knife; not even a gun in this case. They went right into his classroom looking for him. They didn't find him but they found someone who stood up and said, "What are you looking for my friend for?" They beat him, they stabbed him and he died from the incident. You want to find guns and knives, you can find them; you want to find bombs, you can find those in school, too. You don't have to go any further than Newbury Park, California, High School to find bombs, and not the unsophisticated pipe bomb, but some very sophisticated explosive devices.

So, all across the country this is happening and we're reading about it in our newspapers. Actually, we know that at least 3 million thefts and violent crimes occur on or near school campuses every day (inaudible), according to the national crime survey put out by the FBI. That's about 16,000 incidents every day, one every six seconds. So you can imagine how many have already occurred this morning. And like Senator Hughes, you mentioned, it's a pretty conservative estimate that 100,000 students are carrying a gun to school every day; that's probably conservative. That's a conservative figure from about five or six years ago. It's probably more than that. And we know from our surveys of even five and six years ago that the students that carry knives number four to five times that amount. So, overall, it is a really serious problem.

Now what kind of a response have we gotten to this? Well, the federal response has been to do things like to create a Gun-Free-School-Zone statute. The Gun-Free-School-Zone Statute says that within 1,000 feet of a school you cannot carry a loaded firearm. It's minimally effective because it's not applied to minors, it's applied to adults. And many of the students are carrying weapons to school. There's also been discussion on the federal level about mandat. y incident reporting; we actually have it for college and universities. If you want to go college or university, you can say, "I'd like to see your crime report for last year. What happened on your campus?" If you want to know how many rapes, how many assaults, you can find it out. But K through 12, where the action is, we don't have anything like that. So there has been discussion about having some kind of a federal statute requiring incident reporting.

In July of 1993 there's going to be a national conference sponsored by the National School Safety Center in Washington, D.C. And I'm happy to say that we are going to have some collaboration on this; we have Justice Department, Education Department, HUD Department and HHS Department officials who are going to participate. So it does need a collaborative effort if we're going to get

anything done, and from a federal standpoint, we just haven't had much of that.

What are some of the state responses that we see? Well, states do a variety of things and I'm happy to say that in California we probably have more responses to this kind of a problem than in any other state. But even in California we have our problems. For example, the mandatory incident reporting statute that was created years ago has just not been being used for the last several years; hopefully it will be. California inspired the nation to consider this, so Connecticut, Hawaii and South Carolina have incident reporting statutes and they would look back to California and say California is a pace setter on this, trend setter. And yet now, we don't have the money to do anything with it. And so you have other states following our lead, but whose lead are we following right now. And so state responses are very, very minimal.

What are the kind of other responses that you get? Typical responses in a community include the following: First of all, denial. Now in your big urban areas you're usually beyond denial and you're usually beyond fortressing. Denial says, "Hey, we don't have this problem. They have that problem somewhere else." Fortressing is, "Hey, we have the problem, but thank you very much, we can handle it all by ourselves. We don't need your interference." And we've got to get beyond that. In many of our urban communities around the country, we are getting beyond that and people are saying, "Hey, none of us can handle this by ourselves; it's a community problem; we're going to have to collaborate; we're going to have to link up; we're going to have to create partnerships and we're going to have to take an interagency approach to this problem. And that is really the sane approach to this sort of thing.

Another typical response out in a community is to under-report crime that occurs on a campus for a variety of reasons and then when something does happen, the parents tend to be very, very angry. And they could have been told in advance what was really happening on that campus, but administrators often are fearful to tell what is happening there for fear that everyone will blame me. So many people are concerned everyone will blame me. But these things are happening so we've got to come up with some ways to get this reported so we can all know what's happening and then participate in the solution to the problem.

Another typical community response to these kind of problems is to reconsider some suppression methods and primarily suppression methods. Now that is the typical response you get in a community whenever you have incidents, highly publicized incidents, of crime and violence, where now it's finally in the papers, we're hearing about it. You get reactions and not pro-action. And

a lot of the reaction is to focus on suppression methods. All right, you have politicians jumping up and saying, "We've got to put metal detectors in every school." Seldom will you hear, "We've got to put conflict mediation programs in every school." I mean, that just doesn't play on the cameras, it doesn't play in the newspapers nearly as well. And yet, we've got to have a variety of approaches to the problem and not just reactive approaches that focus on suppression. And many times, it's the suppressive strategies that have been highly publicized from somewhere else.

I cannot tell you how many reporters in the last two years have called me and said, "Well, what do you think about metal detectors?" And I tell them what I think about metal detectors and then they say, "But it works in New York City." And my question is, "Have you ever been in New York City? Have you seen the kind of campuses they have in New York City where you have a five-story building." Now Chief Mitchell from Los Angeles Unified has been to New York City so he has some expertise here. I've been to New York City, but how many people have? I mean, they just hear about some strategy that got some press and they think let's do that. Now if you're going to do that and you're going to do it with some other strategies and come up with a comprehensive approach, that's one thing. If you're simply reacting and we've got to do something to kind of get the press taken care of and get the parents to quit squawking, you know, we see those people as problems instead of part of the solution. Then things really aren't going to get done. But that's a typical community response.

Also what we find out there is perhaps the biggest problem that we have in our schools from my standpoint is that students perceive going to school, being at school and getting home from school as one of the most dangerous things that they can do. It's just a dangerous enterprise. I cannot remember that ever crossing my mind. Oh yeah, did we have fights at school? Yes. Did we ever have people stabbed or shot in school? I went to a small high school in Pennsylvania, German Township High School, small school, and we had someone stabbed with a bayonet in the hallway and killed. But would anyone in my school have thought that that would be a regular thing, you have to live with that, that that could happen tomorrow? That was seen as such a bizarre thing and no one responded by thinking, 'I'm going to have to arm myself'. But the perception of many students is, 'The law says I have to go there and yet you're telling me you've got to go into this dangerous place.' So how does a sane person respond to that kind of a situation? They arm themselves. They do some of the things that we think ultimately are counter productive to creating a

safer environment. So what we have to do, the adults, the people in communities who are responsible for making those institutional changes that Dr. McKenna talked about have to take this thing and do something about it so that young people, yes they have to have ownership of this and do some things themselves, but to have to say, "Hey, I have to go to school, and to get there and to get home I'm going to have to arm myself or do something." Those are choices that we ought to have in our society, young people not have to make that choice. We should make some other choices and create an environment that is safe so that young people don't have to make that choice. Many of the students who are carrying weapons to school, they're not people who want to intimidate or shoot someone else; they're just wanting to be left alone. And we hear students - we heard of one principal in a community who said, "Hey, I had a couple of students come to me and said 'Hey, our problem is not here at school; we love it here at school; it's safe here, but it's getting to school. We've got to carry guns to get to school. Is there any way that when we come to school we could check our guns in with you and so that they could be safe, and then we could pick them back up when we're ready to leave to go home?'" Now that's pretty sick and that's pretty sad, but that is what we're seeing in a lot of communities. And so young people aren't fools and they have pretty good self esteem, many of them. And, so they're making decisions that are counter productive overall.

Well, what are some of the strategies that can be put into place - and I'm trying to take not an exorbitant amount of time so let me just hit some of those overall strategies that I think can be effective. Number one, school safety has to get on the educational agenda. It has to get on the educational agenda first of all from the standpoint of training teachers and administrators. Teachers and administrators are trained to do other things; they're not trained to deal with school crime and violence. Where you have a George McKenna or where you have a Wes Mitchell or where you have individuals who have gotten some training; a lot of times they've gotten training because they were trained in other fields or they've gotten a lot of on the job training or they've dealt so much with the situation, they have basically trained themselves. They've got whatever expertise they could, but when they went through to become a teacher or an administrator, they were not getting training and we've got to get school safety training in those universities, in those colleges. For example, there was a case that I read here recently, Board of Education vs. Chaddick (inaudible). Typical situation, here is a teacher, here is a student who has a gun in his book bag in his classroom, ask the student to come up. The student comes up

carrying the bookbag. He says, "I hear you have a gun in your book bag." The student says, "Yes, I do." He says, "Put your gun in the drawer." Student says, "No." Teacher hesitates, for example, for a moment, shuts the drawer and says, "Go sit down." Teacher's thinking to himself, "Man, I gotta keep calm here. Gotta keep the kid calm. So I'm just going to teach the class." He just goes on teaching the class. Well, others find out, the administration finds out, this kid has a gun in his book bag. They call him out of the class. Call him down to the principal's office. The principal says, "I hear you have a gun in your book bag." "Yes, I do." "Take it out." He takes it out, all right, and points it at the principal. We have several seconds of the principal looking down a loaded gun barrel, and finally the kid gets nervous and I'm glad the nervousness caused him to run out instead of firing. But you have a situation then where the school board comes and dismisses the teacher. And in the suite and everything the teacher argues, number one, "We didn't have a plan in our school to deal with this. We didn't have a plan that the administrator knew about. Teachers didn't know about any kind of a plan, we had no plan. It was a seat of the pants plan. I had to come up with it right there, and frankly, I did the best I could. I made a decision to keep calm, keep the kid calm. And so for them to come back and say, hey, I should be dismissed because I didn't do something; what was I supposed to do. I didn't have any training in this and we didn't have any plan." Well, the administrator didn't have any training in it or plan either. And so the court then took that into consideration.

What we've got to do is get school safety on the educational agenda, not only in preparing teachers and administrators, but then within the school district, itself. We've got to get it on the agenda. And in a lot of school districts around the country, it's not on the agenda. We're reacting. Have a problem, we react. Have another problem, we react. But it's not on the agenda. You've got to have a task force, you've got to have a committee, you've got to have someone, a school security department, someone saying, "What is the next step we need to take to create a safer school year for our kids? What's the next step we're going to take?" And if you don't have someone doing that, then you're always going to be reacting and you're not going to get the job done.

A second thing that needs to be done along with getting school safety on the educational agenda is to have the creation of comprehensive multi-disciplinary interagency strategies for crisis intervention and school safety planning. We have to have a balance between suppression methods, the kind that hit the

newspaper, and prevention strategies, the kind that maybe you don't hear as much about. We need to hear as much talk about peer assistance and conflict mediation as we do gun sniffing dogs and metal detectors. Now it's not to say that the latter doesn't have a place; if I'm getting hit over the head with a chair, you can talk to me about preventing other kids from doing that all day long; I want that person to stop right now. So suppression is a requirement, but we've got to prevent some things. And I think in an article written here not long ago for the L.A. Times by Dr. McKenna, we've got to focus on heartware as well hardware. We've got to have hardware changes. Our facilities often need to be changed. Our strategies need to change when it comes to hardware, but we've got to have heartware changes. We've got to get into people's hearts and minds and souls to bring about the systemic changes that we need to make.

Thirdly, we need to have more multi-cultural training. A lot of the problems that we have out there are because of young people who feel like they're being shown disrespect when in fact they weren't being shown disrespect at all. But it's not just between students, it's between teachers and students. A lot of the teachers that you have think, "That student was showing me disrespect." When the kid could have said, "Hey, you want to be shown disrespect, I can do that. I wasn't even trying to do that." You have an inordinate amount of people of other ethnic groups being sent to the principal's office by teachers who just don't understand where those young people are coming from. And the only way you can deal with that is to get people the kind of multi-cultural and sensitivity that's absolutely a requirement for people of different backgrounds to work together.

A fourth strategy that's very important is to implement non-violence prevention curricula and to teach students alternatives to aggression. And you've heard a little bit about that already this morning. I won't say anymore.

Number five, to encourage parent participation is critical. To find out how to get 100 percent parent participation on your campus, and there are principals out there in this country who do that. And there are principals out there and superintendents - there is a superintendent in Seattle, Dr. Bill Kendrick, who says I have a surrogate somebody program, and he gets thousands of people to give time in the schools every year, one on one, giving some assistance to the students. These are professional people in the community who look like the students they're working with and yet they have made it in that community and they give time to those students.

Another strategy which is very important is to mobilize communities for

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safer schools. Crime is a community problem. It's not a school problem. Schools are part of the solution to the problem, but there are other people who are part of the solution to the problem, and we have to re-look at strategies that from an educational standpoint might sound like good strategies, but from a community standpoint, are awful. Mandatory expulsion of students. That helps the school, I'm sure, but how much does it help the community. Does law enforcement want those students out on the street? Do I want them - I go to work every day and my kids are in school every day and my house is left alone every day - do I want them out there on the street. Well that's an easy answer for me. I think we've got to have communities to understand what strategies help all of us. Now, obviously if I'm an administrator and my only option is expulsion, I don't have alternative school placement and things like that, then I'm going to go with that. But, there has to be other types of strategies.

And then finally, to get student ownership of the problem and participating in creating solutions. Breaking the code of silence. Getting information from students. Detroit, Michigan, has used metal detectors since 1985 and if you ask them how effective of a strategy is it? They'll say, "Well, it does some things for us and we're going to continue to do it, but it's the be-all and the end-all." "Well, what's the most effective strategy to keep weapons out of school?" And when Detroit was ready to answer that I sat on the edge of my seat, and they said, "Getting students to tell you when guns are on campus." "Oh, that's the most effective strategy?" "Yes." "Well, how do you do that?" There's a variety of ways that you get that, but you've got to get students to take some ownership of creating a safer environment.

So, that's kind of an overview nationally. I commend you for the work you're doing as a task force, Senator Hughes, for your work, for these parents here who are participating, for everyone in this community. Nationally, I wish we had as much interest as we have right here from this group. So I thank you very much.

CHAIRWOMAN HUGHES: Thank you very much. Your testimony was outstanding.

All right, now we're going to deal with laws that have to do with school violence, current laws, what's required at the school district to guarantee a safe school environment. We're going to ask the following witnesses to step up: Mary Weaver from the State Department of Education. Is Mary Weaver here? Also, William Ybarra from the L.A. County Office of Education, and Beverly Tucker from California Teachers Association. Let's hear - all right, fine - Thank you.

All right, from the State Department of Education, Ms. Weaver.

MS. MARY WEAVER: Yes, thank you. Good morning and I'm very pleased to be here. My name is Mary Weaver. I'm the program administrator for the Partnerships and Intersegmental Relations Office in the Department of Education. We have the formal responsibility for school safety issues within the Department and for that reason, I'm glad that I'm able to be here and to share some information with you.

I've been asked to talk about some of the existing laws that are affecting and relating to school safety and I would like to make a few beginning comments before I identify some of the laws that are available to us.

First is that if we look at the existing laws that are in place, the effectiveness of those laws should be viewed in the context of what's really going on in the school campus. During the four years that the Department had the responsibility for aggregating school crime data from each school district, we had noticeable increases in the numbers of assaults and the numbers of weapons that were possessed. In 1988-89, which was the last year that we had the report, the number of weapons for the average school had increased 21 percent from the previous year. Over the four-year period, it had increased 28 percent. When we looked specifically at guns, they had increased 40 percent. Knives had increased 18 percent and explosives of all types had increased 11 percent. Assault with a deadly weapon had also increased on the school campuses and had gone up 21 percent. If you take all of those data and you look at the media and the number of articles and the number of headlines depicting the type of violence and you look also at the witnesses that we've had and you heard the witnesses today about the untimely deaths of Dimitrious Rice and Sean Hensley, there's obviously a picture that we need to be paying much attention to this whole issue.

Each year the Legislature, I know, has demonstrated its commitment and it's interest in school safety. Each year you have the opportunity to start looking at various proposals that are trying to increase the amount of school safety both at the state and at the local levels. Many of these proposals are enacted and many of them provide not only schools but law enforcement a host of new types of laws that are designed to make our campuses safer. Often, however, what the result is is that we have more and more and more laws and that are not being followed fully to their fullest capacity so that we can address the issues; partly because of limited resources and partly because of limited personnel.

My testimony is going to be focusing on eight different legal requirements

that schools have that are related to school safety. Specifically, they're organized around discipline, sharing of information and access to school grounds. I'm going to be discussing some of those issues and some of the obstacles that have been in the way for successful implementation so that we do get full benefit of the law.

In discipline, the Education Code, which is governing much of what we do, has very clearly defined sections that relate to suspensions and expulsion. In 1987, those provisions were augmented and it was at that point where the principal and the superintendent of schools were required to recommend expulsion of students if they committed certain acts. Unless, however, that was deemed that that penalty of expulsion was deemed to be inappropriate due to the special circumstances around that particular act. There are four that bring about this mandatory expulsion recommendation. One is that it's causing serious physical injury to another person, unless it's self defense. A second is if there's possession of weapons on campus. A third is the unlawful sale of controlled substances on campuses. And the fourth deals with robbery or extortion. Now students can be expelled for other types of offenses, but these four begin that automatic recommendation for expulsion, again unless there's special circumstances. The concept of expelling a student is that the act that had been committed on a campus threatens the safety of the student body as a whole. And therefor, if you have the act away from the campus, or that student away from the campus, the campus becomes safer. However, I think we've all heard, just our previous speaker, George Butterfield, is that the community then absorbs the problem because the problem doesn't go away; and indeed there are other types of criminal activities that would occur in the community. So what we do is we address the symptom, we don't address the underlying problem, we don't get to the prevention of those problems. Some districts do opt to suspend the expulsion, and they have the code behind that, so that students can be directed to alternative programs and usually those programs might be another school site.

But there are programs that are designed to help that youngster with increasing academic skills, to change the behavior that led to this expulsion and to give students a second chance. Now what happens mostly is those kinds of options are available to students if they're at the secondary level, junior high school or high school, or they're available to larger school districts in urban or suburban areas. Many rural communities do not have access to those types of programs, nor do the elementary schools where prevention is more important and where we could be making a big difference in terms of preventing that act that

was ultimately acted out in our upper grades.

Another law that had been enacted and it was in 1986, and it brought in another section of the Education Code. It requires schools to develop and to review and to adopt rules and procedures related to discipline. The schools are required to examine those rules and procedures every four years. They're required to have a committee that's broad based, including parents and community and security officers and students if they're in upper grades. It requires that these requirements be made available and that parents and students are notified of those procedures going to followed. And it's also a requirement that all employees enforce those rules and procedures. A copy of that plan, that discipline plan, must be on file in the superintendent's office. That's all set out in the Education Code. The key issue that I see there is that all of the discipline that's meted out can just be done in an equitable, fair fashion, that some students are not targeted more than other students. And so that is an issue and a concern in terms of the implementation of discipline plans.

The second category of laws that I want to just to present to you and to bring forward have to do with sharing of information.

Schools have a duty to use very reasonable care in protecting students from known or foreseeable types of dangers, reasonably foreseeable dangers. It's a legal duty that the courts have found and have upheld over the years and it's obviously an important duty to follow. And in performing that duty, teachers and administrators must exercise reasonable control over students so that they can maintain order and that they can protect property and the health and the safety of students. In 1984 the Legislature enacted some laws to help teachers and administrators to perform that duty.

The laws that are contained in the Welfare and Institutions Code require that the juvenile court to notify - has the requirement of notifying the superintendent of a district that the student does attend in writing within seven days that the minor that is enrolled in that district has been adjudged to having been involved with the types of crimes, the series of types of crimes. Narcotics and controlled substances is one area in which that mandatory reporting from the juvenile courts must take place. The second is whether or not the student had been involved with serious crimes such as murder, arson, robbery, rape, kidnapping or assault with a deadly weapon. The superintendent, once he or she has been notified that a student within that district has been adjudged of having been a part of those crimes, must notify any teacher, any

counselor or any administrator who will have direct supervision and who has disciplinary responsibility over that student. The information is to be confidential and it's not to have further dissemination. The rationale is that with that kind of information, there could be new programs, new opportunities available for the student coming back into the school who has been adjudged of those crimes.

Now, over the years the Department of Education has received a variety of reports concerning that implementation or the follow-through of that particular section in the Welfare and Institutions Code and we have a sense that the juvenile court records are not being fully shared with the school districts. An example that I'll cite comes from the San Bernardino County Office of Education, the Superintendent of Schools. In 1990-91 the superintendent surveyed all of the districts within that county; there are 33. The student enrollment is 270,000, or was at that particular time of the survey, and they learned from all of their districts, collectively, there were 30 such reports that had gone from the juvenile court judges to the districts notifying that students had been adjudged of serious crimes.

CHAIRWOMAN HUGHES: Who gets that information? Is it the county offices of education?

MS. WEAVER: It goes to the superintendent of the district; it does not go to the county office. If the judge has made the decision and the student is found to have participated in those crimes, those reports go to the district superintendent who must then notify all of the people who would have direct responsibility or supervision.

CHAIRWOMAN HUGHES: All right. But you said that all of these juvenile records are not shared with the school district.

MS. WEAVER: That's what we're surmising; that's correct. And we know that or we get the sense of that, Senator Hughes ...

CHAIRWOMAN HUGHES: Why? Why, do we need a law to mandate it? Or can't you just call? Don't you know when a student - doesn't a district know when a student has to go to court for an offense of something like that?

MS. WEAVER: Often a district will not know that information. If a student has committed that crime off of a school campus, for an example, and has gone into the whole judicial system, what the school may know is that the student is absent; it could be a truant, but there's not necessarily a full follow through to knowing that information. So that they don't know what the dispensation is of that judge, or what the decision is of the judge. And it must be then

brought back down to the campus. That's not happening. At least the survey work that we have out of San Bernardino County. Now we do know that when districts were aware of that problem, of the availability of that information, and that school districts were asking the judge for more information, that the numbers did increase. And in fact from 30 the previous year in 1990-91 when there had been an extensive campaign for information, the following year there were 149 reports that had come from the juvenile court judge, and in this current year the first nine months that there have been 124 - and if you project how many reports will be coming in the last three months, it will surpass we would suspect what had been reported the previous year.

So part of it, Senator Hughes, is the information to the school districts to know that this information needs to be available. I'm not certain a new law is required of that. I think it's the enforcement of the laws that are already there. And it's having those school districts and county offices of education and judicial systems to know what laws are available.

CHAIRWOMAN HUGHES: All right, out of the whole litany of laws that you made us aware of that are on the books, could you prepare a report for this committee and prioritize those laws that are not being implemented that are critical. We're going to have another hearing of this task force in Sacramento on May the 25th. I hope that gives you sufficient time because we need to look at - you know, all the magnificent struggle that we as Legislators have to get laws signed and become part of the constitution, and then not having them implemented, it doesn't make a lot of sense, it's a lot of wasted human effort. And if you would just blow the whistle on those and let us know and give us a report around the 25th of May, I would appreciate that very much.

MS. WEAVER: Be glad to do that.

CHAIRWOMAN HUGHES: Do you have much more, because we need to get on to some other areas.

MS. WEAVER: I won't go much further because I have written testimony that I will present to you.

There is one comment that I would like to make, though, in closing and it came about as what I was hearing from previous presenters. I hear the issue of money is needed and that we don't have money, obviously, as much as we'd like to have within our state budget. Perhaps, and it is an idea that I had come back - this is not the Department speaking, this is Mary Weaver speaking - but perhaps what we need to take a look at is a way of getting additional resources that could come into a special pot, a discretionary pot. Perhaps what do need to

have is some type of surcharge added to the sale of ammunition or perhaps to guns, and that that then goes into a discretionary monies for prevention programs.

I just wanted to make sure that I had presented that as a possible option for you.

CHAIRWOMAN HUGHES: Thank you very much.

MS. WEAVER: Thank you.

CHAIRWOMAN HUGHES: Thank you for your testimony. Now we'd like to hear from William Ybarra from the County Office of Education. Mr. Ybarra.

MR. WILLIAM YBARRA: Senator Hughes, Members of the Task Force. I am here representing Stuart Gothold, County Superintendent of Schools.

As I was sitting out in the audience and as I heard this testimony, I could see that my presentation was getting smaller and smaller. And, I'm not going to repeat all of the things that were mentioned here earlier, but I'm just going to highlight or echo some of the areas that I feel are really important or critical. I'm going to address three areas, basically those laws related to expulsions, school safety and trends in the whole area of expulsions, Los Angeles County. I'm going to make some recommendations, some of the laws that need to be changed to address the whole issue on school safety. And of course, make some general comments in regards to some things that we can do in the school arena to improve school safety without legislative action.

But any way, I'd like to share with you some statistics that we have accumulated. We just completed this last evening and we were beginning to see what is happening in Los Angeles County in terms of expulsions. As you know, under the provisions of 48900 and 48915, a school administrator can recommend to the governing board that a student be expelled for actions contained within that particular law. What I did to show you where were headed as far as expulsions were concerned in Los Angeles County, I went back four years because this is where I began to see the trend in terms of weapons violations on our campuses. And as Mary Weaver mentioned earlier, since a suspension of school crime reports basically, this is the only data we have to really look at what is happening in in our schools in terms of crime and incidents of violence. But, if you look at '88-89, you'll notice that there were a total of 1,250 expulsions that year. And Subsection A of that particular code basically refers to physical injury or threats to another individual. And if you'll look down below, you'll also see that 48900(b) basically addresses the whole issue of weapons possession on campus. And if you start looking at - if you look at fiscal year '88-89, you'll

notice that that particular year there were 599 expulsions due to weapons on our particular campus. And if you move down to the following year, you'll notice that it had increased to 732. '90-91, it went down a little bit to 721 weapons possessions. And then in '91-92, you notice that it jumped up to 882. If you take these two areas of the code, A and B, they basically comprise 75 percent of total expulsions in Los Angeles County. So if you're looking at causes for the problems of expulsion, you'll notice that threats, acts of violence, and weapons possession are their main causes. The most alarming thing of this investigation is the fact that the majority, over 50 percent, in almost every year - the 50 percent of these violations occurred in the middle schools and junior highs. Specifically, the ninth grade; that's our most treacherous year. It's difficult - you know, I just picked this up last night, so it's, at this point, difficult to analyze, but we see that what ever's happening to our kids, in some cases representing 25 to 35 percent of the expulsions per grade level, were occurring in that particular grade level. So we need to focus, I think, much of our attention to that particular grade, or in fact, the middle schools.

Anyway, that will give you a run down on what we look like in terms of expulsions in the county.

In terms of recommendations for legislation and of course, like Mary Weaver mentioned, some of these things will cost, they'll have a price tag attached to them.

But, one of the things that I really wanted to do and I know it's been mentioned here earlier, is basically mandate that school safety plans be adopted by every school in the State of California. The Department of Education and the Attorney General's office have devised a plan, it's effective, it's good, it's solid, it's there. The only thing that we need to do is make sure that schools use it. They also have the school law enforcement cadre that has been very effective in providing training throughout the state, and it's something that we need to bring to Los Angeles County and implement on every - at least at the district level and then take it down to the school level.

In addition to that, and I think George Butterfield mentioned this and I have to echo it because I think it's very critical, especially in the types of things that we've been dealing with in the Los Angeles County, and basically that's the whole issue of developing a crisis management plan. I would like to see every school in the State of California adopt a crisis management plan; how to deal with crisis when it's something that's going down on your campus. I visited a school just recently where there was two gang members, one was a

perpetrator and the other was a potential victim, and they were running through a campus and one was firing at the other while kids were out on the playground. And, what do you do? I think school people need to have a plan as to how to react to those types of situations; who to call, what to do with your kids, when is it safe, you know; and basically alert the entire school as to what is occurring during that period of time. So I think it's something that we really need to look at and investigate.

CHAIRWOMAN HUGHES: Do you think we should have some sort of safety drills just like we have fire drills?

MR. YBARRA: Absolutely. I think lock downs, shut downs, whatever you want to call them. You know, it may sound drastic, but from my experience in the last year, I think it's a reality and it's time that we need to look at that very carefully.

In addition to that, and it was mentioned earlier, staff development. I can't put emphasis enough on that issue. I think that we need to develop, especially in counties that are experiencing tremendous amount of violence is provide some kind of training for teachers; not only how to protect themselves, but how to detect potential acts of violence or disruptions in the classroom. I think it's critical and it has to start almost immediately. I know that I have spoken to a number of teachers and in many cases they feel like they have - they're defenseless, they don't know what to do or how to handle some of the youngsters that they have to deal with currently. So I think that is a very important step and I wanted to just echo that once more.

In terms of recommendations that I don't think will require legislation, of course that was to reinstate the state crime report. That particular document that we used to get back from the State Department of Education used to basically point out some problem areas and things that we needed to address in terms of providing in-service and staff development activities for our schools. And I think that is extremely critical that we go back to that to see what is occurring, what is happening out there in terms of school violence.

In addition to that, one thing that we've found in Los Angeles and I think is very critical, is that there's very little expertise in the whole area of violence prevention. You know, I became a member of the Violence Prevention Coalition just recently and I was amazed at the many faces of violence. You know, like Dr. McKenna mentioned earlier, it's a systemic problem and it has many aspects. What we lack here is the expertise to go out and provide training not only for school people, but for communities. When we start to set up

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programs one of the things that we do first is to rely on doctors or Ph.D.s from back East. You know, that's well and fine, but I think we need that expertise, so I recommend that one of the local universities here offer a master's degree program on violence prevention. Harvard University has done this; they have a program in place. I have looked through their curriculum, it is excellent and it's something that could be replicated in this area. It's just something that we need; we need trainers. And I think it will certainly help this area tremendously.

The next area that I want to address is, of course, the whole area of recreation. I have met with several parents on various occasions to discuss not only school violence, gangs, graffiti and a variety of other things, but one of the things that the parents often say to me is that there are not enough recreational activities in the communities. In many cases the gangs overrun the parks; they can't go to the parks. And the schools close down their doors immediately after the last class and there's nothing for these youngsters to do. And this is coming from parents who are in need of a tremendous amount of support. If you only had an idea of how many youngsters that we have in Los Angeles County that are needy. Last count was 327,000 kids were on AFDC. We have over 700,000 kids who are on free or modified free lunch programs; that almost 50 percent of the entire school age student body in the county and we have a school age population of 1.4 million or slightly over. So you can see there a lot of needy individuals out there that need these type of activities; that it's critical that schools and parks work together to provide recreational activities for many of these youngsters immediately after school, in the evening, on weekends. Those school facilities can handle many of these recreational programs if only we had the funds and, of course, the will and the desire to go out and offer these programs.

I think my other suggestions have been mentioned before, I just don't want to repeat them. In conclusion, I feel that schools need to take a proactive stance on the whole issue of school safety. I think we need to get into the heads of these administrators that it's a school problem to begin with. We cannot push the problem off on law enforcement although law enforcement plays a key role in what we do in terms of support and training and that nature. But I think the school administration needs to take a very active role in setting up school safety plans, crisis management plans, setting up curriculum programs that address the whole issue of violence and, of course, safety. Basically, that's it.

CHAIRWOMAN HUGHES: Thank you.

All right, no lets hear from the people who have to deal with it every day, California Teachers Association, Beverly Tucker.

MS. BEVERLY TUCKER: Thank you very much for inviting me here today, Senator Hughes. This invitation is especially appropriate at this time because as you may be aware, just about a month ago CTA announced the beginning of an initiative to self-study the problem of school violence. It has appointed a committee of teachers from throughout the state who will study this problem and make recommendations on how teachers and administrators can work together to make school safer both for themselves and for their students.

I'm going to deviate a little bit from my previously prepared remarks. I don't think it's really necessary for me to provide a second summary of current law that was handled very well by Ms. Weaver. So I'd like to just limit my remarks now to some particular recommendations and some of them might result in legislative proposals, some of them might not. As is appropriate for teachers, most of my recommendations really involve recommendations for more education.

Teachers really believe that education can be a solution to all problems and the problem of school violence is no exception. We would recommend that each school should have a specific written policy for handling and reporting crimes of all kinds. One of the problems that arises is that because administrators are frequently concerned about the reputation of a particular school, they have an incentive to under-report incidents, or minimize incidents because they, understandably, don't want their schools to get a reputation as being bad schools; and this particularly important in districts where there are choice plans where parents have opportunities to choose between particular schools. But we must have a system that mandates accurate reporting of incidents so that the community and teachers and employees have accurate information about the magnitude of the problem. We can't begin to address the problem if we don't know what kind of problem we're facing. All school staff should be informed of their responsibilities to accurately report incidents of violence.

Secondly, principals and teachers should receive instruction in how to prevent crimes in school through ongoing programs that involve faculty, staff, students and parents. It's absolutely essential that parents be included in these anti-violence initiatives; it won't work without parental involvement.

Next, school staff should receive in-service training on the concept and philosophy of crime prevention and deterrence including personal crime avoidance methods. This is essential because teachers in many situations place themselves

at risk every day. There have been recent reports that more than 2,000 school employees are assaulted each year. We all hear about certain highly publicized incidents such as the one that occurred in Stockton a few years ago, the one that occurred last year in Marysville Unified School District. However, assaults occur every day involving teachers and other school employees. In dangerous schools teachers should be given save working locations in the building. Teachers and students should not be allowed to remain at school after regular hours in situations where it's clear that that can be a dangerous situation.

Another simple recommendation that I've seen mentioned in some of the literature that I've reviewed is that teachers should be advised to lock the door to their classroom after the bell rings to prevent students who don't belong in the classroom from entering. We heard one of the unfortunate stories from one of our mothers this morning about how a student who had been expelled who had no business in the building entered a classroom and killed her son. That should not have occurred. Had there been a school safety plan in place at that school, that type of incident might have been prevented.

Finally, security and safety announcements should be made each day over the school intercom facilities. Security programs should also be addressed and updated by positive announcement at assemblies. I concur with the recommendation from the county superintendent's office that there should be regular drills; call them shoot-out drills if you will. The teachers should be trained, the students should be trained and prepared to deal with certain catastrophic incidents that don't happen very frequently, but when they happen the consequences are so terrible, as in Stockton or in Marysville, that they should be prepared for in the same way that earthquakes and other natural disasters are prepared for.

CHAIRWOMAN HUGHES: How do you tell teachers how to protect themselves? I know of an incident where a teacher had reprimanded a gang member and the teacher was a fairly big person and he was afraid for his life. He brought a gun to school. He was suspended; his license was taken away from him. If he had not brought the gun to school, he would have been blown away, but the student did not approach him. He lost his teaching license. He was an outstanding teacher. How do you protect teachers from hostile students or from a hostile intervener?

MS. TUCKER: I'm really glad you mentioned that because that actually points out a significant dilemma that faces teachers. Teachers are severely

constrained in their ability to respond and react to violence because if a teacher puts his or her hands on a student, that teacher is subject to criminal penalties, first of all; subject to dismissal; subject to having to his or her teacher credential taken away; and fourthly, the teacher is subject to lawsuits for civil liability. Therefore, teachers are frequently terrified. They don't know what to do in situations like that. It seems to me that the one thing I could say, however, is that in that situation bringing a gun to school was not the appropriate reaction. On the other hand, if there had been a safety plan in place at that school; if the teacher had received in-service training; if the administration had been supportive, that teacher might have been able to turn to someone for advice and assistance in how to deal with that situation. Now, I can't tell you exactly what that particular teacher should have done, but I do know that training and development of methods for dealing with the situation is absolutely essential. And I agree with you, it's terribly unfair to face teachers in a situation of having to make judgments and act out of fear for their personal safety and then get in trouble with the law, themselves. But obviously bringing a gun is not the way.

CHAIRWOMAN HUGHES: Yeah. I'm going to ask law enforcement when it's their time to come up here, how do you tell a citizen how to protect themselves. How do you protect yourself against a weapon? People say, "Take karate." Karate is fine, but you know, while you're getting ready to do your karate chop or your kick, the bullet is through your body. So, I wonder about that.

MS. TUCKER: I'd like to make just a few remarks in conclusion. In seeking remedies for school violence, it is absolutely imperative that measures other than law enforcement be adopted. Obviously, law enforcement is necessary, but in itself, as we all know, law enforcement serves the purpose of punishment far more effectively than it serves a purpose of deterring crime. The problem of violence and criminality is a pervasive social problem that threatens all of us in every area of society. School violence is of particular concern because students and teachers are a captive audience; they are compelled to be in attendance at school and in addition, of course, the fear of violence and witnessing violent acts is absolutely antithetical to a positive learning environment.

Education must be considered as part of the solution; as a means of preventing violence. This can be accomplished by designing and mandating curricula just as sex education is now required to promote emotional health and

public health. There should be required curricula in anti-violence and conflict resolution for all California public school students. The curriculum should include training for teachers and administrators in conflict resolution, mediation and management of violent situations. And even more significantly, this curriculum should be mandated for students who should be trained in conflict resolution, peer mediation and alternatives to violence.

One model that has been operating fairly effectively in the State of California the last couple of years is the Public Anti-Smoking Campaign in the form of ads and public service announcements that is funded by the increased tobacco tax that was enacted a couple of years ago. I believe that this model could be followed as well with respect to violence. There could be an increased tax on the sale of guns. The proceeds of that tax could be used for a public education campaign that would teach people that violence is not a solution to a problem and that violence is bad. These days, most children from an early age are subjected to what amounts to a training program in how to be violent, including absolute glamorization of violence through hours and hours of television programs and movies that show extremely attractive people engaged in violent activities. Something must be done to counter this violent training and I think that a public education program that will train people to be nonviolent could be an effective measure and help deglamorize violence and also to emphasize the consequences of violence to victims and to society. Perpetrators of crime should be required to face the victims, the victim's families. They should be required to hear the kind of gripping testimony that we heard this morning from the parents of those victims. They don't do that, they don't understand the emotional impact of what they do.

So, once again, I believe that one of the most effective approaches to this problem is more education. Education for the students, education for the teachers and faculty, and education for the public.

Thank you.

CHAIRWOMAN HUGHES: All right, thank you very much.

MR. BLAND: Before the panel leaves, just real quick. In terms of putting conflict mediation and resolution on the educational agenda, that's going to take student involvement, and with that student involvement you run into a brick wall because you have students such as Alexis who said this morning that she would be completely apprehensive to come out and overtly make a claim on someone who she knew had a gun or she knew was a violent actor on campus or played a vital role in increasing the violence or sustaining this violence. So, how do

you break down that wall in the sense of getting the student involvement that is so poignant in terms of the necessity, because they are the people that are dealing with on a day-to-day basis. Mrs. Tucker with the California Teachers Association, I'm sure that you might be able to give me a little more insight on that.

MS. TUCKER: Okay, I'll just give you a couple of sort of comments and suggestions.

One thing that might be done in a situation like that with students who are reluctant to come forward is to create a secure system that permits students to make anonymous reports on other students without being identified, labeled as snitches, and victimized themselves. It seems to me that you have to create a system that permits the students to know that they can bring this information forward without them being subject to reprisals.

Another thing that's absolutely essential is that you've got to have counselors in schools. All of us know that money is a problem, that education budgets are being cut, but you can't cut out all the counselors. You need the counselors. They are the ones that can help implement these kinds of programs, who can help reassure some of the good kids that they need not be afraid of kids who may be troubled and disturbed and resort to violent behavior.

So I think that there are systems in place that can be used without a lot more money, but we have to maintain counselors and other personnel in schools who are trained to deal with these kinds of problems.

MR. BLAND: And with that in place, it will attract the involvement with the students or for the students.

MS. TUCKER: Oh I think so. I think that if they know that they are being supported, that there is a system that will help them, that they will be much more likely to become involved. They want to save campuses too. They don't want to come to school and be afraid all day long.

MR. BLAND: Absolutely.

CHAIRWOMAN HUGHES: Thank you very much for all of your testimony.

Our next two witnesses from law enforcement: Chief Hunt from Los Angeles Police Department; Chief Port from the Hawthorne Police Department; and Wes Mitchell from the Los Angeles Unified School District. Chief Hunt.

CHIEF HUNT: Good afternoon.

CHAIRWOMAN HUGHES: Thank you very much for coming here today.

CHIEF HUNT: I appreciate the invitation. Thank you very much and to you and your Task Force Members, good afternoon.

The incidents of violence on our nation's school campuses has reached epidemic proportions. Both the citizens of the City of Los Angeles and the Los Angeles Unified School District have felt the terrible effects of gun-related violence and the tragedy that it brings. The Los Angeles Police Department has committed itself to a continuing effort to impact juvenile delinquency and violence by utilizing front-end intervention programs. Programs such as a drug abuse resistance education, commonly known as D.A.R.E., training within the school district, the Los Angeles City Youth Advocacy Program, the Los Angeles Police Department Jeopardy Program which targets 10 to 15 year olds who are at risk of truancy and gang peer pressure. All are effective forms of early intervention and counseling for both minors and their parents. Finally, the City Attorney's Parenting Program utilizes parenting education to teach parenting skills including constructive discipline, communications, conflict resolution methods so that a more stable and gang resistant home environment may result.

The justice system is aware of this gun violence epidemic and has enacted statutes to assist with combating this crime of gun violence in and around our schools and our communities. The Los Angeles Police Department supports any effort which would assist with the ending of this epidemic of gun violence not only on our school campuses, but within our community as well.

The following legislative efforts are just a few that can be used to fight this problem. The Gun-Free School Zone Act of 1990, Title 17 of the Federal Code which states, "Any person found with a firearm with 1,000 feet of a school is guilty of a punishable offense of five years imprisonment or a fine of $5,000."; the Children's Firearm Prevention Act of 1991, Penal Code Section 12035, involves negligent storage of loaded firearms in a residence where a 14-year-old or younger child resides, which is a felony; the California Street Terrorism Enforcement Act, Penal Code Section 186.22(8 or a ..inaudible..) is an enhancement law which authorizes the seizure of firearms used by persons who participate in street gang violence; new 1992 legislation regarded juveniles and firearms states that any person who brings a firearm to school is guilty of one, two or three years as a felony.

The impact of firearms is enormous. In the last three years, the Los Angeles Police Department has seized over 27,000 firearms in the city; and that's just in the city of Los Angeles. In 1992 there were 1,096 homicides in the city of Los Angeles. Most of which were committed by gunfire.

The Los Angeles Police Department supports the concept of the Los Angeles

County Office of Education program, Straight Talk About Risks, known as S.T.A.R. This curriculum promotes gun safety, resistance to peer pressures and most importantly, promotes effective alternatives to conflict resolutions without violence as a means.

While all of these programs are positive, they are very limited in the actual number of young people they reach. Much, much more needs to be done in education and prevention. Parenting responsibility is a major consequence and has been mentioned here several times. Responsibility in the movie and TV industries is enormous and has been totally neglected. Every night, screens are filled with all kinds of violence that has now been glamorized. And it's very difficult to expect young people to watch this night after night after night and not be impacted. And I think that this situation requires leadership from the state level.

The Los Angeles Police Department has a very close working relationship with the school police on campus; we work very closely. And as a result, that partnership has helped to prevent much more crime than really has occurred. The Los Angeles Unified School District Police Department is responsible for conducting investigations and for completing reports involving minor misdemeanor crimes upon the campus. The Los Angeles Police Department has the responsibility in all police matters occurring on the school property within the city, and all major crimes such high-grade misdemeanors, felonies and shooting situations are investigated by the concerned Los Angeles Police Department area of occurrence.

Again, the Los Angeles Police Department welcomes and supports your Senate Resolution 13 which creates the Senate Task Force on School Violence. To conduct further research into this major social problem, we stand ready to assist you in any way possible. School safety is of paramount importance and it is ludicrous to believe that any education can occur when you have major crimes of violence occurring on campus.

I thank you.

CHAIRWOMAN HUGHES: Thank you.

All right. Next I'd like to hear from Wes Mitchell. Now, I don't think most of us who are private citizens know how the school police interface with the L.A.P.D. What is your area of jurisdiction? When do you call them in? What can you do or not do that they can do, and how do you work together?

MR. WELL MITCHELL: Thank you, Senator Hughes. It's a pleasure being in your presence again. Your questions posed is what I understand is my charge

today. I want you to know, though, that the district is very anxious to be a part of your May hearing where we'll have an opportunity to discuss what we are doing in the area of violence and what we truly believe needs to be done in the area of violence.

I have a distinct pleasure of heading the largest school police department in the country. The clearly what we believe is a major aspect of Los Angeles is strategies to reduce violence and an indication of Los Angeles's commitment. Los Angeles Unified School District employs 300 full-time peace officers and an additional 200 part-time municipal officers that we hire from agencies such as the Los Angeles Police Department, the Hawthorne Police Department. These officers are employed in our community adult school program and provide services therein. It should be noted that our community adult school program does service thousands of high school-age youngsters so community adult is not as people perceive; simply young adults moving toward a GED or a high school diploma, but in fact many youngsters who don't fit in to the traditional comprehensive school environment are put into community adult school program and deserve the same kind of of services that the traditional K through 12 campuses receive.

CHAIRWOMAN HUGHES: Let me make sure that I understand what you said. Are members of L.A.P.D. also members of your staff part-time?

MR. MITCHELL: That's correct, they have dual employment ...

CHAIRWOMAN HUGHES: That's good.

MR. MITCHELL: ... as a second job.

In the structure of the Los Angeles Unified School District Police Department we place officers on most of, and I place an emphasis on "most" because unfortunately we're not able to staff all of our secondary campuses. The deployment is essentially two officers on many of what we consider our more active campuses, single officers on our less active secondary campuses. We also employee about a third of our force in a patrol division which provides services to our unstaffed secondary campuses and our elementary school campuses. Those officers are generally the first responders of all crimes occurring on campuses, and as Chief Hunt says, we do most of the total investigative work on misdemeanors and property crimes. We work in conjunction with the agencies of jurisdiction in the follow-up of many of the felony crimes.

You should note at this point that Los Angeles Unified School District shares jurisdiction with 13 law enforcement agencies. The Los Angeles Police Department obviously being the largest. The San Fernando Police Department

which has 35 officers being the smallest. One of the advantages of having a school police department a district that covers jurisdictions such as that is that we assure continuity in interpretation of and enforcement of the law across the educational program. We also are able to assure that law enforcement priorities at least for the instructional program are balanced across the district thereby assuring that a youngster in one area of the city has his criminal activity addressed with as much emphasis as maybe a youngster in another area of the city in spite of what that local department's governing body's emphasis may be at that point in the history of the organization. We do not in any fashion supplant the authority of municipal law enforcement agencies. To the contrary, we are supplemental to them. The Los Angeles Police Department continues to have primary jurisdiction for the protection of the citizens of Los Angeles and we are simply a support entity that in times of tremendously strained resources we take much of the work with relation to school safety off of them. We are there more in a preventative mode. And if you ever wanted to see a classic example of community based policing, a school police department is just that. The two officers are on the campus daily.

CHAIRWOMAN HUGHES: Are you in uniform?

MR. MITCHELL: Not at the present time. Except for our patrol division and except when the officers are acting in a, or working on an extracurricular activity where they have greater involvement with a broad-based community.

CHAIRWOMAN HUGHES: Are you familiar to all of the students? Do the students know who you are on the campus? Can they go to you and ask for assistance if they feel fearful for their life?

MR. MITCHELL: They absolutely know who we are. They have tremendous respect for the officers. They have a tremendous affection with the officers. And they do feel comfortable coming to them and sharing their concerns with regard to safety.

CHAIRWOMAN HUGHES: But, most of the time they are plain clothes?

MR. MITCHELL: Most of the time they are in plain clothes. And I should say now that it is becoming an issue within the department and within the district that not because of the studen unfamiliarity, but because of the unfamiliarity on the part of the larger community with whether or not an officer's there; that there is a desire to have these officers placed in uniform. The district is now looking at that and attempting to identify financial resources to provide not only the uniforms, but also the maintenance that is required by contract. We suspect that it won't be too long in our future that you will see all of the

officers on campuses in uniform.

Within the jurisdictional area not only are we primary responders to crimes that occur on campuses, but we take about 80 to 90 percent of the reports of victimization that our children experience while traveling to and from school. We, in fact, took 22,000 crime reports from students last year. Those crime reports are filed both in the criminal crime reporting system of the municipal area of jurisdiction where the crime occurred as well as in our reporting system. And I'd like to note at this point the discussion earlier on the state's crime reporting system. I am a strong advocate of that system, but I do have some concerns at that report. When it's, and I trust that it will be resurrected, is reviewed in terms of definitions of crimes to assure that those definitions are consistent with the larger community's understanding. In the existing report when we talk about possession of weapons, we talk about incidents where children say that they were the victim of a crime where a weapon was present; we don't talk about weapons that were recovered off the school campuses, and it's misleading to the public to say to them that in a given year we recovered X-number of guns from kids on school campuses because that report in no way reflects that and there's no way you can draw that information from that report. We would like to draw the information with regard to the numbers of guns actually recovered as well as the number of weapons-related incidents the children were experiencing. But we don't want to mislead you or anyone else with our efficiency in recovering guns.

Two other things as I leave the area of jurisdiction and open myself to any questions you may have. The subject of crisis reporting and school safety reporting is also a major - not reporting, excuse me, the planning is a major issue for us, Senator, and I speak specifically for myself as a law enforcement official and someone deeply involved in school safety. As you know, the Attorney General has legislation moving with the help of a Member right now with regard to mandating school safety plans and I was informed as recently as yesterday that the State Office of Finance is probably going to kill that bill because they put a price tag on it that is unreasonably exorbitant and a price tag that I think is unfair to it. I think it would be a major mistake to California to walk away from requiring school safety crisis plans simply because we pre-see there will be a financial cost in somebody's dreams that have not sat down and walked through developing one. Most schools are well on the way to being able to meet that mandate if that mandate became law, and therefore I think that the State Office of Finance may be remiss in informing you what it

would cost to enact that legislation.

CHAIRWOMAN HUGHES: Thank you.

All right. Next we'd like to hear from Hawthorne Police Department Chief Port.

CHIEF PORT: Thank you, Senator, and thank you for the invitation to be here today probably to underscore a lot of the remarks that have already been made, but at least to tell you what my orientation would be from a smaller community, a community of around 75,000 in population with two high schools that service approximately 6,000 students. Our community is currently 64 percent low to moderate income and I think it's important from my testimony to be of any value to the committee or task force, itself, to know exactly what, you know, Hawthorne brings to the perspective. I would say that in our area we've experienced some overcrowdedness in the high school, obviously. We've experienced our share of racial tension that has caused violence in the schools. We've obviously experienced some gang violence that occurs maybe not on a daily basis, but certainly the presence of gangs in our schools is one that we feel.

And then also, I don't know if it's been mentioned today because I did get here a little bit late, was the issue of nonstudents in the area of campuses that can be a great cause of disruption for schools, and we experience that on a daily basis; those kids that either choose not to or are thrown out of school, hanging around school can cause some major problems, you know, that law enforcement has to cope with as well as the school officials. I think in my tenure as police chief and as well as a police executive that I learned early about the two different bureaucracies that may be, whether it's law enforcement or a city or whether it's a school bureaucracy. And because of the problems we've experienced in the last few years that have become so terrible, that those walls were perhaps there between a school bureaucracy and a law enforcement or city bureaucracy have broken down. Now, the two gentlemen to my left have a long existing relationship between their two police agencies. In the city that I come from, that wasn't necessarily the case. There was a school security component of the school district that worked very independently from the police department and only within the last few years or a couple years has that school security component come together with the police department to try to work very effectively together because of the scope of the problem. I believe probably that what is going to be an outgrowth of your findings is the very high cost of doing security, whether it's from a policing standpoint or whether it's from a school district having to fund amounts of security. Just the other day I was

telephoned by a school superintendent, not from a high school district but from an intermediate school district, with their necessity to have to cut back security on campus and are and a request on their part for the police department to be more active in the patrolling of the school district. And so the give and take is very much there, and again, from a smaller jurisdiction's perspective. I think that it's no secret and you'll probably find that there is a sometime lack of coordination even in the criminal justice system whether it's between law enforcement, probation, the courts and perhaps even the school officials, themselves. But, I'm testifying that I think that it's getting better at least from my perspective. There are programs that have been implemented for the very serious habitual offenders that is administered through the Governor's Office of Criminal Justice Planning that deals with those very hard career criminal type juveniles, and that drives the criminal justice system and education to work very closely together to identify those kids and get them either into a program or off the street, and that's been effective throughout the state.

I want to also vote, as well, for the school safety plan issue that's been introduced by the Attorney General and some Legislators. What we've found as we've worked very closely with the school officials in the last couple years is their desire to get more information and more training in how to deal with some of these issues of safety on campus where they've had crimes of violence on campus and don't quite know how to cope with the issue of violence and how to deal with it. So, I think the school safety plans obviously have those a component that is very necessary.

I also believe, and it was a part of the agenda, we're asking about the jurisdiction of - where our jurisdictions are between high school campuses and off-high school campuses because that is a very blurry vision and the idea of having zones around campuses is one that's very important because I think that if you do find offenders that are within 500, 1,000, 2,500 feet of a campus doing these things that we don't approve of, that the sentences or the punishment or the type of treatment they get should be enhanced. Certainly, if those schools weren't there, it would be a center of concentration for those people to be around. And so we just have to accept that as a fact of the way that the schools are. So I'm endorsing the fact that those drug-free, gun-free, gang-free zones, if they can be free, but if they can be established, are a very important aspect of law.

Finally, I'd like to say that it certainly ideal with the school educators and professionals and a lot of kids that just want to go to school and get a

nice education is that we have a real responsibility both as public officials to do whatever we can to give the 90 percent or 95 percent of those kids that want to come to school every day, not have to look over their shoulder, not have to worry about who's carry a gun, who might be loaded on narcotics so that they can feel safe in the school, that they can have an opportunity to learn and enjoy a higher education.

I agree also that, a remark was made, parks and recreation is a very important part of what's going on in our communities. And as we look at the budgetary cutbacks that if the parks and recreation programs are those targets, that we'll be paying for it in another area and we'll have to deal with that the next go around.

And one final remark and then I'll be quiet is that we find that as we deal with the students on campuses, and we've just begun a program in our city called a school resources officer who spends a lot of time between high school campuses and intermediate school campuses is that the root of a lot of these problems may be in disfunctional family structures and the need for those families to get counseling. What we find quickly is that the resources to pay for that counseling, for that family counseling, is not there and so the disfunctional family structure goes on and then we have a reoccurrence of our problems and those kids go back to the ways that they've, you know, either learned from gang membership or just not having the role models or the mentors to deal with them.

So, again, I thank you for the opportunity to be here today and I would be happy to answer any questions or concerns that you have.

CHAIRWOMAN HUGHES: All right. Is Chief Michael Nunez still with us? He just left? Oh, all right. Would you come up and take a seat and then, the rest of you don't leave a minute; just one you lend your seat to him so he can give a little testimony, because I have two questions to ask all of you. Chief Michael Nunez is the school police department chief of Compton Unified School District.

CHIEF MICHAEL NUNEZ: Good morning, Senator.

CHAIRWOMAN HUGHES: Good morning. Good afternoon, now.

CHIEF NUNEZ: Oh, good afternoon.

The Compton Unified School District, like the L.A. Unified School District, also has officers assigned to the various campuses. At the present time I try to maintain at least three officers, uniformed armed officers, assigned at each one of the high schools. I also have officers assigned to the middle schools. We have eight middle schools, three high schools, we have a continuation adult school which also has three officers assigned; that's out of the adult education

budget. I also have officers working night. We're a 24-hour, seven day a week operation, so I have to have officers on the p.m. watch checking the various school sites, to try to keep the burglaries down. I also have officers on the a.m. watch, the early morning grave yard watch.

CHAIRWOMAN HUGHES: Do you use part-timers from the Compton Police Department?

CHIEF NUNEZ: We do not use any part-timers from the Compton Police Department. All of the officers are full-time, sworn peace officers assigned with the Compton Unified School District and out of the school district police department. We do have part-timers, but those part-timers are people who work for the adult education branch, but they are not from the Compton Police Department. But we try to service the students. One of the questions I heard you ask earlier, are the students comfortable coming up to the officers and telling the officers that yes there are possibly weapons on campus.

We find that is the biggest deterrent that we have. Students feel very comfortable coming up to the officer, telling the officer, "Hey, I think someone has a weapon." The officers follow up that information immediately.

CHAIRWOMAN HUGHES: So, do you think having a uniformed officer is of great help to you? I mean, do you think it makes the people feel a little more secure?

CHIEF NUNEZ: I definitely believe so because with the high visibility with the uniform officer, even someone who is off campus, once they see that uniformed officer walking the campus, that is a deterrent in itself. Unfortunately, when you have people who are in "plain clothes", some people don't understand who they are and they will go ahead and try to attempt to get on the campus. But with that uniform plus we try to have high visibility with marked patrol units going around the campuses, we find that is an effective deterrent to the nonstudents.

CHAIRWOMAN HUGHES: All right. Another thing that I was concerned, and I want either one of you or any of you or all of you to address this. How do we promote positive attitudes of youngsters towards law enforcement? At a certain age, and you've heard the testimony, I guess they said around ninth grade, all of a sudden they liked peace officers when they were in elementary school; you ask a little kid, "What do you want to be?" "I want to be a teacher." "I want to be a fireman." "I want to be a police officer." And all of a sudden, they are turned off. I think at perhaps about the age when they start getting a

drivers license. Is that the thing that turns them off? And what can you do to reach that group and all of the negative publicity that we've had, you know, from other more recent incidences makes them more fearful. How can you keep that ongoing positive relationship and what if anything are you doing to promote that? Now we need to work harder at that than ever before in the history of law enforcement. How do you do that?

MR. MITCHELL: Well, Senator, I think there are three issues involved there. First and foremost is the training of the police officers, themselves. There's a lot that needs to be done in the way of human relations, in the way of juvenile psychology and understanding the issues that children are experiencing.

Secondly is exposure. Youngsters have to come more frequently in contact with street police officers. They cannot continue to recognize as with one of our finer programs, D.A.R.E., a D.A.R.E. officer as one type of person and a street cop as another type of person because we believe that we need to appear and act differently for D.A.R.E. They, kids currently make a clear distinction between the D.A.R.E. officer whom they have an excellent relationship with and the officer who is going to protect them on their way home from school. We've got to give them greater exposure to officers that they're going to deal with in the enforcement arena and get a clear understanding of positive expectations they can have from that.

Thirdly, the press and the media that is given to that relationship. The amount of time we spend beating up on negative community and police relationships and not focusing on the good things that are happening between police and citizens has to change. We do have, as Michael stated, very excellent relationships with our students. So there are some positive police relationships. Many of Mat's officers have very excellent relationships with our students and so those positive things are happening and we have to begin to say publicly through the media and other sources, "It's okay to talk to policemen, it's okay to get along with policemen, it's okay to like policemen. You don't have to declare police your enemy to be fitting into society." And we're not getting a lot of that; those positive issues, relationships, are not being addressed.

CHAIRWOMAN HUGHES: Thank you. Chief Hunt?

CHIEF HUNT: Senator, my friends covered much of the problems and certainly training is a major issue. There's another issue and that is that years ago we used to have some very positive school programs where we had our officers involved in the classrooms and visiting very, very frequently. Unfortunately,

over the years other demands have been placed on the officers' time and it's very difficult to set aside that kind of time that you really want to go in and do that cultivating and communicating which is very, very essential. We are getting back to that; we are trying desperately to free our officers and to get them in and to be able to get into the classrooms and associate with the children in a positive manner.

Certainly, exterior from the campuses we do get involved in a number of very negative situations with young people; their cars, their guns, their dope, and so these kinds of situations. And it's very difficult to cultivate individuals who are involved in these kind of criminal activities, but a lot of them very major. So, it's a very, very difficult situation, but we are trying to get back in and to spend more time in the classrooms which we feel is the way to do it.

CHAIRWOMAN HUGHES: Yes.

CHIEF PORT: Again, speaking from a smaller town aspect of it, I wouldn't disagree with any remarks that have been said. In our city what we've been successful in doing is being able to get our police officers into teaching assignments where they actually work for the school districts and they do teaching; and it's not necessarily drug abuse teaching or substance abuse training, but they teach a curriculum, it's commonly known as 'student and the law'. But we've cycled four or five or six officers through that where they're an employee of the school district. And what you find when they're doing that is, of course, that they have another boss, you know, and so then the obligation is to the student and to teaching and how that cycles back with the secondary school students is that they'll quickly find a personality in that business suite that's not a uniform and that they'll understand what's going on and go to these officers for help and counseling and so forth. But then again, it is training and I believe that you've got to get the police officers out of the car. We began programs, all of our agencies I know have begun doing some of this bicycling policing where the officer's on bicycles; got the police officers out of the police cars, on bicycles. You know, maybe it's not driver's license, but bicycles are a common denominator and kids really warm up to the officers out there on bicycle and the conversation and the dialogue and the information that helps us do our job really breaks down some of those barriers that are perceived that are there. So, I think that we, as executives though, have to reinforce to our officers, you know, that it's really important you reach out to the kids in the community right now because they are looking for someone to choose a career after, model a life after or get some advice. And I can

remember in my career, kids would want to get information from you and you made that decision whether or not you're going to open up and spend that extra twenty minutes on a call and deal with a child or a mom or a dad or say, "Gee, I got five calls holding and I gotta leave", and so it's a philosophy of management.

But I think it's a whole recipe and the fact that we're here today means that we're changing some of the ingredients in the recipe so that we can deal with some of the issues that society has given us. So, that's what I have to say.

CHIEF NUNEZ: In closing, my remarks, Senator. When I first became a member of the Compton Police Department before I went to the school district and I went up to detectives, it was very easy for me to work a "juvenile division" because most officers don't like working juvenile. I think that is a perception that we have to get training as far as the officers. That being able to work with the young people in the long run is going to definitely affect and help you as a police officer, because our future does lie in our young people. And if they cannot have faith in us to show them what's wrong, how to lead, then we definitely have a serious problem ahead. So I think that's another perception that we have to work with as far as the officers, themselves; that working with young people is something that's viable; it's not always working at homicide detail, robbery detail; it's working with the juveniles and making sure that when they do become adults that they're not part of your homicide or part of your robberies.

Those are very important, as far as I'm concerned.

CHAIRWOMAN HUGHES: Very positive. Thank you.

All right. Now the last question for any of you or all of you. How can teachers and students protect themselves from hostile situations in the school? You know, how can they?

CHIEF PORT: I'll just begin by saying that this whole idea of the school safety plan, again, I believe that a component of that would be a certain amount of training in awareness - at least it would be in my view if I was advising the school district - that the teachers are going to need a certain amount of training in awareness, the kids need a certain amount of training in awareness and how that all mixes with law enforcement and safety on the campus. And it's not just dial 9-1-1 or it's not just, you know, "I know a friend who is a police officer and he's going to tell me how to deal with this situation", if someone sticks a gun in his face.

I think that we have to address that a school campus is a closed community

and within that closed community there has to be a government and that government has to have a safety plan. Within that safety plan and the framework of that is going to be certain laws and procedures, but then guarantees for the students and the teachers about how they're going to be able to live their life in that closed community. And I think as we go forward in this concept and deal with it, we'll find that as advisers, law enforcement can advise this community of education of how they should exist, you know, in an orderly manner so that the kids can enjoy their education. And I think it's uncharted territory because it's new for the teachers, I think, now to say, "Help me, I'm really scared." We had a group of teachers probably six months ago that didn't want to come to work that day because they heard there was going to be a gang fight at school and they called the police, "What are you going to do?" So, we mobilized and made it safe, but the mobilization caused mutual aide, caused a high police presence. And I don't bet they remembered what their school lesson was that day, they just were glad they got a lunch and got home. So, that didn't help, it just created a very suppressive atmosphere for the day.

So, I think that we have to work together to create a - and this is, you know, utopia - but I mean this school safety plan in going to be a means to find out what we need to do better and then perhaps move forward with it.

Thank you.

CHIEF NUNEZ: In the Compton Unified School District at the beginning of each school year, myself and my staff hold workshops with the administrators and the teachers. Workshops also consist of people from the outside agencies; the sheriff's department, the district attorneys, the judge of the Compton Municipal and Superior Court. We have representatives from the probation department; we have all representatives from the various law enforcement agencies and from the self-help groups and from the other groups within the county. We also have the offices and my staff assist during the school year with the planning of the safety committees at each one of the schools. So consequently, we try to make sure that everything is interacting throughout the whole school year. And as I said, each school year in August we start this process all over again to reinforce with the administrators, the teachers, not only about their safety, but about child abuse laws, anything new that has come that maybe they need to be told about. So I think with that we try to make sure and let the teachers and let the administrators know that we are constantly thinking about them.

Each child has a right to learn. Each person has a right to be able to teach that child; staff person whether it's classified or certificated. So in

our district we try to make sure that they have those rights and we make sure that we have people who will listen and to assist them whenever necessary.

MR. BLAND: I have a real quick question; kind of a technical question in the sense of what you were just talking about. How do the on-campus officers recognize the problems that are in the surrounding area and resignate that in the form of safety to the students?

CHIEF NUNEZ: Well, fortunately, we have a very good working relationship, since I came from the Compton Police Department, with the Compton Police Department. We have daily briefings, the Compton Police Department lets us know, gives us information pertaining to any type of incidents that have occurred the night before. So during the briefing in the morning our officers know if there has been a gang fight, a shooting or what has occurred the night before, so we make sure that at those campuses we tell the administrators, teachers and anybody else that 'We had a situation last, you should be on the look out for maybe these particular people who might be involved in this particular gang.' So that's how we interact and make sure that on a daily basis we know what's going on.

MR. BLANK: And that's for problem areas, too, such as crack houses, gang homes, where the gang members meet.

CHIEF NUNEZ: Yes, yes.

MR. MITCHELL: First on to your question. You have to understand, too, that if you've got good relationships with your students as school police officers do, students tell you what's going in the neighborhoods. They tell you who's involved with what, who's doing what and who's affiliated with whom. And that's probably 70 percent of our information, and we compute that to what we can expect on our campuses that day and in the future.

In response to your question, Senator, I think there are two issues here that truly go a long way to making that environment safe and making people feel empowered in that environment. One is a school safety plan, and that can not be over emphasized. A part of that plan includes cooperative development with the community, with the students, with the teachers, with the administrators, with municipal law enforcement and with school police officers. Well it becomes very comprehensive and you know what people will buy into, you know what people's capabilities are and they understand what their commitments to this plan are. In addition to that, the part of the legislation include communication of that plan throughout the school's community so parents know what it is, students know what it is, teachers know what it is, administrators know what it is and

ultimately, they all know what to do in case of.

The next step is training. I won't talk to you about the work of the Teachers Commission on Credentialing; I understand you've had some time with Joe Deer and I understand we're going to have another opportunity to talk about that. One of the major issues that we did pick up from the kids when we talked was the importance of human relations and how they are talked to by adults. And I can't overemphasize that we're not pointing fingers at anyone. Children are saying, "So often we are set off by adults based upon the way in which they deal with us." Adults are saying, "So often we set off kids not knowing what our actions are interpreted to mean to kids." And so that's becoming a major issue as we talk about training of professionals that are coming into the industry; be they teachers, be they policemen, be they administrators. That's going to go a long way in helping to empower people in understanding how to manage their environment as well as training within the school safety plan for each person that is interacting with that program on that local campus.

I don't think the answer is seeped (inaudible) in teaching anyone how to use karate. I don't think the answer is seeped (inaudible) in authorizing anyone to carry a gun to protect themselves. I don't think the answer is seeped (inaudible) in allowing anyone to carry mace. I think it's seeped (inaudible) in learning how to deal with people and how to work together with people.

CHAIRWOMAN HUGHES: Thank you.

CHIEF HUNT: I agree with all of the people who preceded me. I believe that a better job needs to be done of identifying the real trouble makers. Within each school there's a small percentage, small percentage, of people who create a lot of the problems and I think that they have to be identified and they have to be isolated; they have to get special counseling; they have to be perhaps moved to a special school, but you cannot allow them to continue to infect the great student bodies; and I think to a large degree, this happens.

I agree with the safety program; I think that's absolutely essential. But I think above all, I think we have to make an absolute commitment that a deadly weapon is not going to be allowed on campus, period. I believe that can be done and for those who might say we don't have the money, I say, we cannot afford not to. And that can be done and when you get those deadly weapons off the campus, now you're working on a much more level playing field, and your teachers are not going to be as intimidated. But we should have a school safety plan, there's no question. But you've got to isolate the real trouble makers and you got to eliminate the deadly weapons.

CHAIRWOMAN HUGHES: Thank you so much for your testimony.

Last, but not least, we will hear from the teachers and how the violence in the schools is affecting them because they have this major responsibility for looking out for our children. Janet Hedlund from the California Federation of Teachers and two teachers from United Teachers of Los Angeles, Greg Messigian and Edna Davis-Cox. Janet?

MS. JANET HEDLUND: Yes, I appreciate the opportunity to be here today and appreciate your ability to sit so long and be so attentive to all the people that have been speaking to you about serious problems that they see in their lives and the lives of the students and the staff at the schools in our state.

CHAIRWOMAN HUGHES: I had training by good teachers to sit quietly and listen.

MS. HEDLUND: You're doing a very good job. My name is Janet Hedlund and I represent the Salinas Union High School District in Salinas, California, and also the California Federation of Teachers as a vice-principal.

I have taught since 1959 in Florida, Illinois and California, beginning in California as a substitute teacher and then as an English teacher and a special ed teacher. I have seen a great many changes in those years of my teaching. The district that I work in has 9,500 students, six comprehensive schools, three middle schools and three high schools and a continuation school. It is a district that is 70 percent minority. We have 420 teachers and about 900 total staff. I give you this information to let you have an idea of the kind of situation that I work in daily. It is an agriculture community of somewhat over 100,000 people. So, I don't know if you call that size town rural or not, but be that as it may, that's where we work.

I'd like you if you could walk with me on December 10th of 1992 out of the classroom into the hallway of the school, see a student or see a person in the hall, ask the person if they need any help, talk with them for a few minutes and realizing that perhaps they need to go to office with them to get what they need, start toward the office, turn around waiting for the person to go with them and be shot four times. This happened at North Salinas High School in Salinas, California, this year. Fortunately, the gun misfired first and so only four shots were fired. The teacher has not been back at school. I don't know, we're not sure if the teacher will ever return to school because of the traumatic response to that kind of situation. Teachers are not trained to be - to know how to deal with that. I have had innumerable teachers who are retiring this year or resigning from our district because they say, "I didn't enter

education to deal with that kind of situation. I don't know how to do it. I don't want to know how to do it." That followed by less than a week a student who was shot, or a non-student, a former student who was shot at the edge of one of our campuses and was killed. I can tell you that last spring about this time we had 25 probation officers and a good number of the police officers in our town on the campus of one of our high schools because of gang-related activities, for three days.

We're talking about a system in the education community that does not just zero in on urban situations. We have and are dealing with as well as we can given the resources that we have which as you know are limited. Our district has spent over a quarter of a million dollars this year on beefing up its security plans, making sure that every classroom has a way that they can communicate with the office or an outside source if help is needed. Adding metal detectors to the schools, adding more campus supervisors; we already have a school resource officer in uniform, four of them paid for by the City of Salinas Police Department and one by the school district to help us on our campuses. In addition to that, we spend several hundred thousand dollars with other campus supervisors to help us on the campus. So it's not that we're not trying to do what we can. Let me give you an example: so far this year, we have had 59 weapons on campus. That number continues to grow from the years past.

What are some of the things that we can do, and are doing, to try and deal with this situation. I'd like to share with a survey that was taken of our staff, the results, and a survey that was taken of over 1,000 tenth graders in our district within the last year, and give you an idea of how the staff is feeling and how the students are feeling in our district. The question was, "teachers feel safe on campuses". The response, from 20 percent at one campus to 60 percent at another said they did not. The question, "weapons are not a problem on our campus". The response, from 30 percent to 96 percent said it was a problem. "Students feel safe on campus." The response, this school is doing a really good job; only 13 percent of their students felt unsafe. Up to a high of 55 percent did not feel safe. "Campus violence is not a problem here." The response, from 40 percent to 97 percent said it was a problem. And lastly, "students who are caught with weapons on campus receive appropriate punishment". Response, again from 13 percent to 90 percent said they did not receive appropriate punishment.

What about the survey from the students, how they feel. How many of the

students that were surveyed, over 1,000 students, have guns in the their house? 42 percent have guns in their house. How many feel safe at campus? The overall response was 17 percent do not. Are you afraid of being jumped on the campus before school, after school or at campus activities? 70 percent said, yes, they are. Are fights a problem? 48 percent said, yes. Do you know a person who has carried a weapon on school? 52 percent said, yes. How about, have you carried a weapon? 25 percent said, yes. Can you get a gun if you need it or want it? 51 percent said, yes; 68 percent of those, from friends and relatives. And it goes on and on.

The sad thing about these results is that the school district would not make them public because they were afraid of its image. And not until anonymous sources released the survey results to the newspaper were they made public. That's a fact of life. The school districts are worried about their public relations and their ability to keep the students in the schools.

Just expulsions in our district. So far this year, 59 for weapons, 6 for assault on staffs, and 6 for drugs.

I'd like to share - I wasn't the teacher who walked out of that room and got shot, thank God. But I have had a couple of experiences, myself, that have made me wonder about the safety of schools and I'd like to share two of those with you if I might. Teaching special education, knowing that a lot of the students I have have suffered from abuse or other problems in their home, knowing that a number of them are involved in gangs; I found out in a very unpleasant way, I must say, that a student that was in my class is not only a gang member, but had been cited and arrested and was awaiting trial in juvenile court on assault with a deadly weapon. And this had happened just the prior weekend when my complication with that student occurred. The student was being disruptive, insubordinate in my classroom. I gave him three choices: he could sit down and behave himself; he could sit over in one of the individual cubicles we have for students for time out; or I could call the vice-principal to come down and escort him out of the classroom. Three choices. He had the choice. He chose the vice-principal to come down and pick him up. Now, at this time I did not know he was a gang student. I did not know what had happened. I wasn't fearful, but if I'd known that, I wonder if I would have taken the same action. I do not know how many teachers have passed students, have refused to implement appropriate consequences for misbehavior because they fear retaliation. But I do know they are out there. They would rather pass a student, give them the grade they want than to face that possibility; they fear for their very safety.

The second incident occurred this year. School was getting out as I walked to my car in the parking lot to go to a meeting at the district office. I got in the car and I was getting ready to turn the car and move out and all of a sudden this van pulled up behind me so I couldn't move, the doors opened, six people poured out and in that parking lot right behind me, a fight started; a gang fight, I found out later. Weapons were present. The security officers, the police were there very quickly. But you know where I was? I was lying down in the seat in my car because I was not sure what might happen.

Those are the kinds of things that we as teachers face these days.

Our district has done a lot of things and will do more. We do have conflict resolution teams at every school. We have violence prevention programs in the school. In fact, we require students who are expelled to go through conflict resolution and violence prevention training. We recommend that their parents attend classes on parents in control, keeping their students in control. We are looking at a curriculum - we have self esteem components in our curriculum. We have programs for teenage mothers. We have D.A.R.E. We have A.D.A.P.T. We have S.U.B.S. We have - you know every program that we can fund out of our limited budget. We have - the district supports a drug counseling center that does a lot with the students. We do what we can to prevent and to help the students, not from a short-term preventative measure, but from long-term. We realize that our staff needs training in cultural diversity. How do you deal with students from another culture? How do you deal with students who don't speak your language and you don't speak theirs? Training for the staff is a very important component. What do I do if I sense a confrontation building up? How do I diffuse those students so that the fight does not occur and that the students in my class and I am safe? We have parents volunteering on campus. We have metal detectors, yes. We are looking at picture IDs for all the students and the staff. We're looking at video cameras to put up in the hallways.

There are probably a number of more things that we will do and can do, but to tell you that we are working on a problem with very limited resources. I don't know if we can request from the state $250,000 in mandated cost reimbursements because we are following the constitutional requirement to make our, or try to make our schools safe. But believe me that $250,000 did not come easy. We have cut $4 million from our $40 million budget in the last three years. But the safety of our students, the staff knew that anything that was going to there was not going to be available for supplies or for anything else,

and that's what they supported. But they shouldn't have to pay for it from their own funds and from supplies.

What can we do? What can you do? There are a number of things that I think need to be done. There is a law in the books right now that says you can cite a person who has been warned about loitering and cite them if they come back within 72 hours after first being cited, or they are a repeat offender which means three times. Why not remove the 72 hour requirement? We don't need those people that have no business on the campus being there. We don't need to remind them and talk about them and keep a log of whether it's been 71 or 70 or 68 hours since we last talked to them. That's one thing that can be done.

It's possible for us in our district to seek a court order to ask that the names of gang members or those that are at significant risk of being gang members be known to us as we deal with them in the classroom. But why should we have to seek a court order to do that? Why can't there be some provision in law that helps the teachers know who in their classroom needs special help and needs special handling. Those are the kinds of things that we can see that the Legislators can help us with.

The administration is required to notify us of students who have caused or attempted to cause serious bodily harm to anybody else. They're required to be notified, but it's their discretion whether we get notified. Why not mandate that the people that deal with these students in the classroom on a daily basis know who they're dealing with; right now it's permissive.

CHAIRWOMAN HUGHES: All right. Could we hurry along.

MS. HEDLUND: Yes. I'm finished with that. I really appreciate the time that you have given. I could give you many more; my files are thick, but I thank you and appreciate any response that you can give our teachers.

Thank you.

CHAIRWOMAN HUGHES: Thank you very much for being here.

Greg, United Teachers of Los Angeles.

MR. GREG MESSIGIAN: Senator, I have a brief, five-minute formal statement and I also have recommendations at the end.

My name is Greg Messigian. I'm a resource specialist. I'm a special ed teacher. I'm chapter chair at my high school. I'm department chair of special ed at Monroe High School, and I'm a mentor teacher. I have been teaching for 24 years. I work at a valley high school that is an excellent magnet in law and government, an outstanding vocational, humanities, special education and ESL programs. It also has 36 identified gangs. Not 36 gang members, but 36 gangs.

Within two blocks of my school is one of the largest drug-ridden neighborhoods in the valley.

In the last year I have lost three students. Each death, gang related. There hasn't been a weekend when my school hasn't been tagged. Lately the tagging has become personal, it has become racist. Imagine the thoughts and feelings of the teachers who saw their names scrolled on building walls. Imagine your name being tagged, being on some gang's hit list. One of those teachers now comes to school 6:30 every morning painting over the tags.

There is a bank of buildings that face a side street. There is no fence that separates the buildings from the street. The windows have no screens, just glass. Imagine coming into your classroom and seeing the windows smashed or obvious holes caused by bullets that have pierced through. In the last two weeks I have had one student arrested and two others return. The one who left was arrested for extortion. He was a ninth grader. At the same time, the two students returning after having spent several years in jail. When one returned his signed program, I said, thank you. He turned, glared at me and said, "What do you mean by that?" What do you mean by "thank you?" I had to explain it was an expression used to mean gratitude. The other student on his first day was seen walking away from his class. One of his teachers went after him and said, "You've got to go to class. This is your first day. You've got to make a good impression." The boy stood in attack mode and yelled back, "Don't you tell me what to do, Mother Fucker."

A substitute teacher had been covering an elective class in a remote classroom on our 35-acre campus. The class had many gang affiliated students. When she heard the administration was going to pull the adult aid for a day, leaving her alone, she said, "I don't want to be out there without another adult. It is too frightening. I am afraid to turn my back." She reported ill.

Recently, my seniors were interviewed by a cable news program about violence in schools. They were asked, "Do you feel safe?" Their answer was, "No." They were asked if they knew of students who brought weapons to school. Their answer was, "Yes. Some kids", they said, "even brag about it." And then they were asked, "Would you turn them in?" The answer was, "No." They all feared for their lives.

Last week a student was arrested for attempted murder; an incident off campus. The student, however, was on campus for about five hours before the arrest was made. The other day I heard two administrators talking about shooting. I said, "Are you talking about what took place last Wednesday?" They

said, "No. This was what happened Thursday, but it was off campus."

What are we doing about the problem of violence at my school? We have 2,500 students and we are wandering randomly. We have 2,500 students and 30 impact groups. We have 2,500 students and 36 gangs. We have 2,500 students and one security officer. One thought. What happened to the student at Reseda was not because it was Reseda. What happened to the Fairfax student was not because it was Fairfax or Cleveland or Taft or Van Nuys or Venice or Monroe.

Schools are a mirror of society. Instead of glorifying heroes, we glorify the anti-hero, the antagonist, the gangster. I asked my students to name me a hero, someone they admired. Did I get Martin Luther King or Caesar Chavez? Yes, but I also got Richard Ramirez and Jeffery Daumer.

A final thought. Public school teachers deserve our respect, gratitude and unending support. They earn their pay.

CHAIRWOMAN HUGHES: Thank you so very much.

MR. MESSIGIAN: I have some suggestions.

CHAIRWOMAN HUGHES: Fine, your suggestions.

MR. MESSIGIAN: Hard core kids need hard core therapy. We can't provide that on the regular campus. We need to bring back opportunity schools. We used to have them 20 years ago. Where are they? We had one that I know of was Jackson High School. It was torn down to put up an elementary school where there are two elementary schools within a matter of four blocks. The purpose of these schools is to make the regular campus safer at the same time providing an opportunity for therapy and change for kids who have problems.

I also recommend parent-teacher meetings being mandatory for both sides. That we have child care available for elementary school kids from 6:00 o'clock in the morning to 6 o'clock at night. We have to realize the fact that this is a working society. Roles of parents have changed.

I would also like to recommend something simple. Dress codes. We need to separate the kids that are gangs from the kids that are not. And as long as you look like a gang member, you're going to be a gang member.

And finally, is there anything we can do about eliminating guns?

Those are my remarks.

CHAIRWOMAN HUGHES: You can come and help me get that bill passed in the Legislature.

MR. MESSIGIAN: You got me.

CHAIRWOMAN HUGHES: I thank all of you, the members of the audience, the very brave and courageous parents who have come here to share their sorrows with

us and to caution us and to give us direction. I appreciate the Members of the Task Force and the very difficult work that we've done to try to put this hearing together.

And I guess you say to yourself, "Now what happens?" Now what happens is that we're going to have a further hearing in Sacramento. We're going to continue to have hearings around the state. We hope that the media will cover this in the light that it needs to be covered in. The fact that we need responsibility taken by all areas of government to make sure that our schools are healthy environments in which children can learn; to make sure that the professionals who have to do the job; the teachers who have spent many years in training; and the administrators, can be effective in their jobs. They need our support. They need community support. They need the support of the parents who send their most precious jewels who are their children to schools to be taught, not to be abused, not to be killed and not to be maimed. We need the help of law enforcement, whether it's the school police or the local police department, to make sure that we have these safe environments. And we need your interest, members of the public, to get our community back together.

I thank all of you who have been so patient and so kind to sit here all day long. Out of this, we've going to check up and find out those bills that have not been properly implemented yet. We can pass a lot of bills, but seeing them get implemented is another story. We need to get some funding, I don't care where it comes from. I'm glad that there was one representative here of a Congressperson. We need to make sure that we have our priorities right and our children are our future and our future is looking dim.

But thank you so very much for being so attentive and so supportive. God bless you all.

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